



# Relationships Health and Sex Education Policy

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| <b>Policy Code:</b>        |                |
| <b>Policy Start Date:</b>  | September 2026 |
| <b>Policy Review Date:</b> | September 2027 |

## **Overview**

This policy is Trust-wide.

**Part 1** provides the principles behind the use of Restrictive physical intervention in all our schools and provides key statutory guidance for all staff.

**Part 2** will be contextualised by schools to show how these principles will be applied in each unique CIT setting.

## **Part 1**

### **CIT Statutory Guidance for Relationships, Health, Sex Education**

CIT Multi-Academy Trust is committed to delivering high-quality, inclusive Relationships, Sex and Health Education (RSHE) across all our academies and designations.

This policy ensures compliance with the statutory guidance issued by the Department for Education (DfE) in July 2025 and reflects our safeguarding responsibilities, values of equality, and commitment to pupil wellbeing.

## **1. Scope**

This policy applies to:

- All academies within the Trust
- All staff, including teachers, support staff, agency staff, volunteers and any person who delivers any aspect of RHSE curriculum.
- All pupils on our school rolls
- Governors, trustees, and relevant external providers

The policy should be applied consistently across the Trust, and school leaders will be expected to detail their own individual school context at the end of this policy in Part 2.

## **2. Legal Framework**

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make relationships education compulsory for all pupils receiving primary education and relationships and sex education (RSE) compulsory for all pupils receiving secondary education.

This policy is informed by, and complies with, the following key legislation and statutory guidance:

- Keeping Children Safe in Education (KCSiE 2026)
- Equality Act 2010 and Human Rights Act 1998
- Education Act 2002 (Section 80A)

- Education Act 1996 (Section 403)
- Academy Trust Handbook 2025 [\[gov.uk\]](https://www.gov.uk/government/publications/academy-trust-handbook-2025)

#### **4. Equality**

All CIT Schools will comply with relevant requirements of the Equality Act 2010, including the public sector equality duty (PSED) (s.149), when teaching RSHE.

Schools must ensure topics in RSHE are taught in a way which does not discriminate against pupils or amount to harassment.

Pupils will be supported by school staff and curriculum content to understand the importance of equality and respect and learn about the law relating to the protected characteristics in an age and stage appropriate format.

#### **4. Aims and Principles of RSHE**

RSHE within any setting within CIT aims to:

RHSE supports pupils to:

- Develop healthy, respectful relationships
- Understand physical and mental wellbeing
- Stay safe (including online)
- Prepare for adult life in modern Britain

The Trust recognises RHSE as central to safeguarding and promoting pupils' welfare through:

- Equipping pupils with knowledge to make informed decisions about relationships, health, and wellbeing – relevant to age, stage, cognition. High quality, evidence-based teaching of relationships, sex and health education (RSHE) can help prepare pupils for the opportunities and responsibilities of adult life, and can promote their moral, social, mental and physical development.
- Promoting respect, kindness, and equality. Effective teaching will support young people to cultivate positive characteristics including resilience, self-worth, self-respect, honesty, integrity, courage, kindness, and trustworthiness.
- Supporting safeguarding through age-appropriate education on consent, abuse, and online safety
- Reflecting the diverse backgrounds and identities of our pupils and contexts.

RHSE across the Trust will be:

- Age-appropriate and developmentally sequenced
- Inclusive and accessible to all pupils, including SEND
- Evidence-informed and regularly reviewed
- Delivered sensitively and responsibly
- Rooted in safeguarding and child protection
- Transparent to parents and carers

The Trust requires all teaching of RHSE in all schools to be:

- Compliant with the Equality Act 2010
- Reflecting diversity without promoting any particular lifestyle
- Supporting of students with SEND through adapted delivery
- Sensitive to religious and cultural backgrounds
- Applying a balanced and factual approach

## **5. Curriculum Design**

The Trust expects that every school will develop a curriculum that:

- Meets the statutory content for RSHE (DfE 2026 guidance) and is compliant with all aspects for the designation of the school.
- Is age-appropriate and developmentally suitable for the context and designation of the individual school
- Includes statutory content for the designation of the school i.e. mainstream primary, specialist or secondary (to be set out in Part 2 of this document).
- Is inclusive of all pupils including those with protected characteristics.

Each CIT school has the autonomy to set their own compliant and setting/context specific curriculum which is carefully constructed and sequenced around the needs of their own pupils.

The Directors of Education will ensure that curriculum construction and content is effective and compliant.

School leaders will ensure that effective, high-quality teaching will break down core knowledge and skills into manageable and well-sequenced units, including opportunities for pupils to practise skills so that they will be confident to use them in real-life situations.

The curriculum for all school designations will build knowledge and skills sequentially, and ensure regular feedback provided on pupil progress.

There will be a range of opinions regarding some topics within RSE. The starting principle should be that applicable law should be taught in a factual way so that pupils are clear about their rights and responsibilities as citizens.

All school curriculum sequences must enable CIT pupils to understand the importance of equality and respect throughout their education. They should learn about all protected characteristics, including sexual orientation and gender reassignment, by the end of their secondary education.

## **6. Safeguarding**

At CIT we believe that the teaching of RHSE is a key safeguarding tool and is a key part of our safeguarding strategy. The impact of RHSE provision is checked as part of the Safeguarding school reviews.

Pupils will be taught how to identify and report abuse. Relationships education will focus on how to form and sustain positive relationships but will also help children identify risks and harms. Relationships education may therefore include topics related to preventing sexual abuse, for example, or avoiding sharing inappropriate material online. This will be done without describing the detail of any sexual activity involved.

Staff will follow Trust safeguarding procedures if disclosures arise during RSHE lessons.

Leaders will ensure that the RHSE curriculum:

- Is embedded within each school's safeguarding framework
- Enables pupils at an age and stage appropriate level to recognise abuse, coercion, and exploitation
- Provides clear reporting routes for when concerns arise
- Is delivered by trained staff who understand both school and Trust safeguarding policy and protocols

All disclosures made during RHSE lessons will be managed in line with:

- The school Child Protection and Safeguarding Policy
- KCSIE statutory guidance

## **7. Delivery of RHSE**

### **Responsibility**

Headteachers are responsible for ensuring compliance of curriculum and delivery of any RHSE content in their school.

Trust Education leads and safeguarding central team will provide oversight and challenge to support compliance.

### **Teaching Staff**

In all CIT schools RHSE will be delivered by:

- Trained teachers and/or specialists who understand the guidance and curriculum they are delivering
- Staff who are considered by school leaders to be confident and competent in handling sensitive topics

Pupils may ask questions about topics which go beyond any sex education covered by the school or relate to sex education from which they have been withdrawn. School leaders will set out in Part 2 of this document how they expect teachers to handle such questions, with an emphasis on supporting the child – including detail of the support and training in handling questions that are better not dealt with in the classroom.

#### Use of External Providers

Schools may need to use the services of external providers or organisations who come in to speak to or work with adults or pupils about content related to RHSE curriculum provision. It is the Trust expectation that school leaders ensure they are:

- Carefully vetted and quality assured
- Aligned with Trust policy and safeguarding standards (including the Visiting Speakers Policy)
- Not used to replace teacher responsibility

### **8. Parental/carers Engagement**

The Trust is committed to transparency and partnership with parents.

All CIT schools will ensure they take steps to pro-actively engage parents and carers make sure they are aware of what is being taught in RSHE. These steps might include inviting parents into school to discuss the curriculum content and the importance of RSHE for wellbeing and safety, inviting them to discuss any concerns, and supporting parents in managing conversations with their children about RSHE topics.

Schools will consult parents and carers when developing and reviewing their RSE policy and RSHE curriculum content.

The overview of the RHSE curriculum topics and when they are being taught will be available on all school websites.

Teaching materials that give further detail of content covered in these lessons will be available on request.

Parents and carers have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RHSE.

Parents do not have the right to withdraw their pupils from relationships and health education, nor can they be withdrawn from topics taught as part of the science curriculum, including science topics related to puberty or sexual reproduction. It is an expectation in all Trust schools that Headteachers ensure this is the case.

Before granting any request for withdrawal of a child from sex education, The Trust will require that the school's Headteacher will discuss the request with parents, (and the child if appropriate), to understand the request and to clarify the nature and purpose of the curriculum. Schools will document this process to ensure a record is kept.

- Where **primary schools** provide sex education, Headteachers must automatically grant a request to withdraw a pupil from it, other than content that is taught as part of the science curriculum.
- In **secondary** schools, the Headteacher can refuse a request in exceptional circumstances, for example because of safeguarding concerns or a pupil's specific vulnerability.

From three terms before the pupil turns 16, a pupil can choose to opt back into sex education even if their parent has requested withdrawal.

For example, if a pupil turns 16 during the autumn term, the pupil can opt back into sex education at any time after the start of the previous autumn term. All relevant CIT schools will ensure that pupils know they have this option.

If a pupil is withdrawn from sex education, it is the Headteacher's responsibility to ensure that the pupil receives appropriate education during the period of withdrawal.

## **9. Pupils with special educational needs and disabilities**

Teaching should be developed to ensure these subjects are accessible for pupils with SEND and prepare pupils for adulthood, as set out in the SEND code of practice: 0 to 25 years.

This applies to both mainstream primary, secondary and specialist schools. Schools should be aware that pupils with SEND may be more vulnerable than their peers to harmful sexual behaviour, sexual abuse, exploitation and violence, bullying and other issues.

RSHE can be particularly important for these pupils, particularly those with social, emotional and mental health needs or learning disabilities.

How schools will ensure RSHE content is accessible to SEND pupils will be set out in Part 2 of this policy document.

## **10 . Monitoring and Evaluation**

The Trust will conduct audits of RSHE provision through the School Review and Safeguarding Review processes.

Governors and trustees will receive updates on RSHE implementation as part of Safeguarding Governor feedback to the LSB.

Leaders will detail in Part 2 of this policy document how the school will monitor the quality and impact of RHSE curriculum and teaching. How this information will be gathered, analysed and used to improve the knowledge and understanding of pupils in the setting.

## **11. Staff Training**

The Trust expects that all CIT schools will ensure schools train and prepare staff for delivering RHSE content.

Part 2 of this document will set out how school leaders will ensure that all staff delivering RHSE will receive:

- Regular safeguarding updates
- RHSE-specific CPD
- Guidance on handling disclosures and sensitive issue

## **10. Roles and Responsibilities**

**Trust Board:** The Board are responsible for the oversight of the implementation of the policy. The board will take assurances from the roles below to ensure they know that:

- All pupils make progress in achieving the expected educational outcomes
- Teaching is accessible to all pupils with SEND.
- Curriculum content and teaching materials are aligned with this statutory guidance 34
- Clear information is provided for parents on the subject content, teaching materials and external providers, and on the right to request that their child is withdrawn from sex education.

**Executive Leadership:** The ELT will approve Part 1 of this policy. They have responsibility for strategic direction and compliance towards Trust expectations. The Director of Safeguarding will keep this policy reviewed and up to date.

Directors of Education and the Safeguarding central team will use monitoring activities to check compliance to this policy (Parts 1 and 2).

**Local School Boards:** Monitoring implementation at school level and reporting impact and compliance to the Trust.

**Headteachers:** Are responsible for their school RHSE offer, policy training and delivery. They will need to contextualise this policy (Part 2) to ensure compliance with the RHSE Statutory Guidance 2026. They are responsible for the compliant delivery of the appropriate RHSE curriculum content.

**RSHE Leads:** Curriculum planning and quality assurance of the delivery. Ensure teachers are assessing performance and use this information to understand whether pupils are accessing and understanding the content and teachers are able to plan the appropriate next steps.

## **12. Complaints**

Concerns regarding RHSE should be raised through:

- School complaints procedures
- Escalation to Trust if required as set out in the Trust Complaints Policy
  
- All complaints will be handled:
- Promptly
- Respectfully
- In line with statutory responsibilities

## **13. Review and Publication**

Approved by: ELT

Date of approval:

Effective from: September 2026

Review date: September 2027

Policy owner: Director of Safeguarding

This policy will:

Be reviewed annually by the Director of Safeguarding and ELT

Part 1 of this guidance will be made available to parents through school websites.

Part 2 of this guidance will be available to parents on request.

### Part 2 – school context

Each school within this policy needs to:

At our school, we follow the Kapow Primary Personal, Social, Health and Economic (PSHE) and Relationships and Sex Education (RSE) schemes of work, dedicating approximately 45 minutes to timetabled lessons each week. These sessions are delivered directly by class teachers who know the children well, establishing a safe and trusted environment for open discussion. This deep understanding allows our educators to deliver key learning with the utmost sensitivity, tailoring lessons to place particular focus on themes that are highly pertinent to specific individuals or groups of children within the class.

### Key areas

Some key areas are revisited each year, while others are revisited less frequently to reflect the volume of content in the statutory guidance and ensure learning is age-appropriate.

#### My healthy self

Learning how to look after their mental and physical health and make choices that support their wellbeing.

#### Connecting with others

Learning how to build positive relationships, communicate with respect and understand the importance of kindness and boundaries.

#### The online world

Learning how to use the internet safely, recognise risks and behave responsibly when communicating or accessing information online.

#### Citizenship (non-statutory)

Learning how to take part in their communities, understand rules, rights and responsibilities, appreciate diversity and fairness and develop early financial literacy.

#### Staying safe

Learning how to recognise risks, respond safely in different situations and seek help when something feels wrong or unsafe.

#### Growing up

Learning about the changes that happen as they 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 how hygiene, vaccines and healthy habits help keep people well.

### Y6 Sex education (non-statutory)

Building on the growing up units, pupils learn accurate, age-appropriate information about human reproduction to support their understanding as they approach adolescence.

## Strands

The strands show how pupils' personal and social skills develop over time. They are drawn from the EYFS statutory framework, with the addition of critical thinking. They run through every key area, helping pupils learn to regulate their emotions, manage themselves, build positive relationships and think critically. This allows them to make thoughtful, informed choices as they grow.

### Self-regulation

Learning to recognise and manage pupils' emotions, thoughts and behaviour so they can respond calmly and make considered choices.

### Managing self

Learning to take increasing responsibility for pupils' own behaviour, routines and decisions to support their wellbeing and independence.

### Building relationships

Learning how to form positive, respectful relationships by communicating kindly, understanding others and setting healthy boundaries.

### Critical thinking

Learning to ask questions, consider different viewpoints and make informed, thoughtful decisions in a world where information is not always reliable.

The Kapow Primary scheme draws a strict, transparent boundary between **Relationships Education** and **Sex Education**. This distinction aligns directly with Department for Education (DfE) statutory guidelines, ensuring parents know exactly what is taught, when it is taught, and where their parental rights apply.

## Relationships Education (Statutory for All Years)

Relationships Education is compulsory for all primary school pupils from Reception through to Year 6. In the Kapow scheme, this learning focuses entirely on the fundamental building blocks of healthy, safe, and respectful connections with others. It is completely non-sexual and covers:

- **Families and Friendships:** Understanding what makes a happy family, caring friendships, and how to resolve conflicts or combat bullying.
- **Respect and Boundaries:** Learning about personal space, respecting differences, and understanding the difference between appropriate and inappropriate physical contact.
- **Online Safety:** Recognising how to stay safe on digital platforms, identifying online bullying, and knowing when to seek help.

*Note: Because this content is essential for safeguarding and personal development, parents do not have the right to withdraw their children from Relationships Education.*

### **Health Education & Puberty (Statutory)**

Often grouped into parent conversations around growing up, learning about **puberty and the changing adolescent body** sits firmly within statutory *Health Education*. Under the Kapow curriculum, children are taught the biological facts of how their bodies will change as they grow. This is vital preparation for adolescence and, like Relationships Education, is a compulsory part of the national framework.

### **Sex Education (Non-Statutory & Tailored)**

Kapow strictly defines Sex Education as **understanding human reproduction** (how a baby is conceived and born), which goes beyond the biological life cycles already required by the National Curriculum for Science.

- **Age-Appropriate Timing:** Within the Kapow scheme, this specific content is explicitly ring-fenced and saved for **Year 6** (typically taught within the *Safety and the Changing Body* unit).
- **Parental Right to Withdraw:** Because sex education is non-statutory at the primary level, parents have a legal right to request that their child be withdrawn from these specific lessons.

Before these specific Year 6 lessons are delivered, the school will always communicate with parents, providing an opportunity to view the Kapow lesson plans and resources so you can make an informed choice for your child.

### **Staff Training and CPD Framework**

To ensure all teaching staff feel confident, competent, and fully compliant when delivering the Kapow PSHE and RSE curriculum, we implement a structured professional development framework. Because Kapow is a progressive, spiral curriculum, our training focuses on both the technical statutory requirements and the sensitive pedagogy required for safe delivery.

#### **1. Curriculum Familiarization and Portal Access:**

Autumn Term / Onboarding.

All class teachers are provided with individual login credentials to the Kapow Primary portal. Staff complete an initial walkthrough of the platform to understand the progression of skills,

long-term plans, and how to access the integrated teacher guidance videos attached to individual units.

## **2.Statutory Requirements & Safeguarding Briefing:**

Annual Legal Update.

We conduct a dedicated staff briefing outlining the Department for Education (DfE) statutory guidance. This session explicitly clarifies the legal boundaries between Relationships Education (compulsory) and Sex Education (non-statutory), ensuring all staff understand our school's withdrawal policy and how to handle disclosures or sensitive questions safely using our standard safeguarding protocols.

## **3.Pedagogical Training: Creating Safe Spaces:**

Skills Workshop.

Staff receive training on establishing "Distancing Techniques" and "Ground Rules" (or class agreements) for every lesson. This equips teachers to handle sensitive topics objectively, manage anonymous question boxes effectively, and prevent pupils from sharing overly personal information in a whole-class setting.

## **4.Collaborative Planning and Adaptive Customization:**

Termly PPA Sessions.

During phase planning sessions, teachers collaborate to review upcoming Kapow units. While following the scheme's core objectives to maintain compliance, teachers use their deep knowledge of their specific cohorts to adapt the scenarios, vocabulary, or pacing to meet the precise needs of individuals or groups within their class.

## **Ongoing Support and Quality Assurance**

Compliance is maintained throughout the academic year through a continuous cycle of monitoring and peer support:

- **Kapow CPD Modules:** Teachers have ongoing access to Kapow's on-demand video CPD modules, covering specific complex themes such as teaching online safety or managing puberty discussions.
- **Subject Leader Support:** Our PSHE/RSE subject lead provides team-teaching opportunities, resource curation, and targeted advice for teachers navigating particularly sensitive units.
- **Curriculum Monitoring:** Regular work scrutiny (looking at floor books or pupil digital portfolios) and learning walks ensure that the 45-minute weekly timetable allocation is being met consistently across all year groups.

Relationships education does NOT involve explaining the detail of different forms of sexual activity, but can cover sensitive topics such as sexual violence in order to keep children safe.

## **Withdrawal from non-compulsory aspects**

Under Department for Education (DfE) statutory guidance, parents and carers have a legal right to request that their child be withdrawn from the **Sex Education** component of our curriculum.

To ensure absolute clarity and transparency, the following information outlines how this process works at our school in conjunction with the Kapow Primary scheme.

### **1. Where the Right to Withdraw Applies**

The right to withdraw applies **strictly and solely** to non-statutory Sex Education lessons. Within the Kapow curriculum, this content is contained entirely within the **Year 6 Safety and the Changing Body** unit (specifically the lessons covering human conception and reproduction).

Parents **cannot** withdraw their children from:

- **Relationships Education:** Covering families, friendships, respectful relationships, online safety, and personal boundaries (compulsory from Reception to Year 6).
- **Health Education:** Covering physical health, mental wellbeing, and the biological changes of puberty (compulsory for all year groups).
- **National Curriculum Science:** Covering the biological life cycles of plants and animals, which is a mandatory statutory requirement.

### **2. Notification and Transparency**

We believe in working in partnership with parents. Before any non-statutory Sex Education lessons are delivered in Year 6:

- The school will write to parents in advance to inform them exactly when these specific lessons will take place.
- Parents will be given information on how they can view the Kapow lesson plans, objectives, and teaching materials so they can see exactly what will be discussed.

### **3. The Process for Requesting Withdrawal**

#### **1. Submit a Request in Writing:**

Action by Parent.

If you wish to withdraw your child from the non-statutory Year 6 sex education lessons, you are asked to state this request in writing to the Head Teacher ahead of the scheduled units.

#### **2. Discussion with the Head Teacher:**

Meeting with the School.

Upon receiving the request, the Head Teacher will invite you to a brief, informal discussion. The purpose of this meeting is not to change your mind, but to clarify the nature and purpose of Kapow's curriculum, outline the exact content your child will miss, and discuss any potential social or emotional impacts of withdrawal (such as your child hearing about the content from peers on the playground).

#### **3. Granting the Request:**

Automatic Approval.

For primary-aged pupils, once the context has been discussed, the Head Teacher will automatically grant the request to withdraw. The school will document this agreement clearly.

#### **4. Alternative Provision During the Lesson:**

On-Day Protocol.

During the specific lessons from which your child has been withdrawn, the school will ensure they receive appropriate, purposeful, and supervised education in another classroom or library space.

### **Accessible for all**

Inclusivity is at the heart of our curriculum delivery. Because we allocate approximately 45 minutes each week for class teachers to deliver Kapow PSHE and RSE, those who know the children best are perfectly positioned to adapt the material.

To ensure every pupil—including those with Special Educational Needs or Disabilities (SEND)—can safely and meaningfully access this vital learning, we employ a multi-layered approach to differentiation and accessibility.

#### **1. Adaptive Delivery Strategies**

Class teachers adapt Kapow's resources to remove barriers to learning without lowering the core safety or developmental objectives. These adaptations typically include:

- **Communication & Interaction:** Utilizing visual timetables, Widgit or Makaton symbols, and communication boards to reinforce key vocabulary. Social stories are frequently used to preview sensitive themes (such as personal boundaries or body changes) before the whole-class lesson.
- **Cognition & Learning:** Breaking complex concepts down into highly structured, concrete chunks. Teachers use Kapow's physical sorting activities, role-play, and matching cards rather than relying heavily on written worksheets.
- **Sensory & Physical:** Adjusting the learning environment to accommodate sensory sensitivities, providing alternative seating, or using tactile resources to ensure physical engagement.

#### **2. Pre-Teaching and Bespoke Adaptations**

For children who require enhanced support, we leverage the deep relationships our staff have with individual pupils to implement targeted interventions:

- **Pre-Teaching Vocabulary:** Teaching assistants or class teachers often preview key vocabulary or concepts with specific SEND pupils ahead of the timetabled lesson. This reduces anxiety and gives children the processing time they need to participate confidently alongside their peers.
- **Tailored Thematic Focus:** If a particular theme within the Kapow scheme is highly pertinent or sensitive for an individual (for example, managing big emotions or

understanding public vs. private spaces), the teacher will subtly adjust the lesson's scenarios to address that need safely and delicately.

### **3. High-Quality SEND Support Framework**

Our school coordinates accessibility through a structured partnership between class teachers, support staff, and school leadership.

#### **1.Consultation with the SENDCo:**Termly Review.

Class teachers meet regularly with the Special Educational Needs Coordinator (SENDCo) to review the upcoming Kapow curriculum map against individual pupils' Support Plans or Education, Health and Care Plans (EHCPs).

#### **2.Adapting Kapow Assets:** Resource Modification.

Teachers download and modify Kapow's digital presentation slides and storytelling assets—enlarging text, simplifying layouts, or stripping away unnecessary visual distractions to reduce cognitive load.

#### **3.Implementing Emotional Regulation Triggers:** Safe Space Management.

Before teaching highly sensitive topics (such as puberty or relationships), teachers establish personalized emotional check-ins or "time-out" passes for pupils who may find the content overwhelming, ensuring a calm, supervised exit route if needed.

### **Monitoring and evaluation**

To ensure that our 45-minute weekly investment in the Kapow PSHE and RSE curriculum is having a profound impact, we implement a robust monitoring and evaluation framework. Our primary objective is to gather clear evidence that pupils are building a progressive, long-term memory of vital life skills—ensuring they **know more, understand more, and remember more** as they move through our school.

#### **1. How the Subject is Monitored**

Monitoring is coordinated by our PSHE Subject Leader and Senior Leadership Team to guarantee consistent, high-quality delivery across all year groups:

- **Learning Walks:** The subject leader conducts termly, low-stakes learning walks to observe the delivery of Kapow lessons. These walks ensure that sessions are being delivered with the necessary sensitivity, that ground rules are firmly established, and that the allocated timetable slot is protected.
- **Floor Books and Portfolio Scrutiny:** Because PSHE is heavily discussion-based, much of the evidence is captured collectively. Each class maintains a PSHE "Floor Book" or digital portfolio containing photos of role-play, mind maps, group scribing, and examples of adapted Kapow resources. These are reviewed termly to check for full coverage of statutory themes.
- **Staff Voice:** Annual audits and informal check-ins allow teachers to share feedback on their confidence levels with the Kapow portal, helping senior leaders identify specific areas where further CPD or adaptive planning support may be required.

## 2. Evaluating What Pupils "Know and Remember"

Because PSHE does not culminate in traditional examinations, evaluating whether children are retaining knowledge requires a sophisticated, multi-layered approach. We measure retention through a **spiral curriculum model**, testing memory at multiple stages:

[Pre-Lesson Assessment] —> [Responsive Formative Teaching] —> [Post-Lesson Reflection] —> [Long-Term Spatial Retrieval]

### Pre- and Post-Unit Formative Assessments

Every Kapow unit begins and ends with a benchmark activity to measure progress directly:

- **Baseline Assessments:** Before diving into a new theme, teachers use an informal baseline activity (such as a "graffiti wall," a card-sorting exercise, or a class mind map) to see what children already know. This prevents teachers from repeating old ground and allows them to identify misconceptions immediately.
- **End-of-Unit Reflections:** At the close of a unit, pupils revisit their baseline activity using a different colour pen, or complete Kapow's built-in reflection tasks. This provides immediate, visible proof of their learning journey, showing how their vocabulary, safety awareness, and understanding have expanded.

### Long-Term Retrieval and "Sticky Knowledge"

To ensure knowledge is retained in the long term, we deliberately look for evidence of retention weeks and months after a unit has finished:

- **Pupil Voice Interviews:** Termly, the subject leader meets with small, cross-sections of pupils from different year groups. Rather than quizzing them on facts, the leader uses scenarios or Kapow imagery to trigger discussions. Pupils are asked questions like, *"If someone is being unkind online, what steps do you take?"* or *"What does a healthy friendship look like?"* This reveals whether core safety messages have truly stuck.
- **Cross-Curricular Application:** We evaluate retention by observing how children apply their PSHE knowledge in daily school life—how they resolve conflicts on the playground, their use of digital devices in computing lessons, and their general emotional resilience.

This comprehensive cycle of observation, discussion, and book scrutiny provides the school with definitive evidence that our pupils are not just experiencing the Kapow curriculum, but are successfully internalizing it for life.

### Requesting to review the materials

We believe that a strong partnership with parents is essential for the successful delivery of our PSHE and RSE curriculum. Because we use the Kapow Primary scheme, we have streamlined the process to make it as easy as possible for you to view our lesson plans, resources, and statutory frameworks.

Parents can explore our curriculum materials through three main channels:

#### 1. The School Website (Open Access)

Our school website serves as the central hub for general curriculum transparency. On our dedicated PSHE/RSE curriculum page, parents can access and download:

- **The Whole-School Curriculum Map:** A bird's-eye view showing exactly which Kapow units are taught to each year group, from Reception through to Year 6, across the entire academic year.
- **Progression of Skills Documents:** A detailed breakdown showing how topics like "Online Safety" or "Families and Friendships" develop in complexity and age-appropriateness as children grow.
- **Our Statutory Policy:** The school's formal PSHE and RSE policy, which includes explicit definitions of statutory vs. non-statutory content and details regarding parental rights.

## **2. Termly Curriculum Overviews**

At the start of every term, class teachers send home a **Year Group Newsletter or Curriculum Overview**.

- This document highlights the specific Kapow units your child will be exploring over the coming weeks (e.g., *Safety and the Changing Body* or *Economic Wellbeing*).
- It outlines the key vocabulary and concepts that will be introduced, allowing you to preview or talk about these themes at home in tandem with their weekly 45-minute lessons.

## **3. Targeted Resource Sharing & In-Person Viewing**

Because Kapow Primary is a commercially licensed, digital subscription platform, we cannot publish entire lesson plans or copyright-protected videos directly onto public internet spaces. However, we ensure parents have full access to view them ahead of delivery through a structured protocol:

### **1.Receive the Advance Unit Notice:** Pre-Unit Notification.

Prior to teaching any sensitive or non-statutory units (such as Year 6 conception lessons or upper-school puberty sessions), the school will write to you to give you advanced notice of the specific lessons.

### **2.Request to View the Resources:** Digital or In-Person Request.

If you wish to see the specific presentation slides, worksheets, or videos being used in those upcoming sessions, you can contact your child's class teacher or the school office to request a viewing.

### **3.Attend a Consultation or Shared Viewing:** Guided Review.

The school will arrange an opportunity for you to review the digital materials. This can be done via a secure, temporary presentation shared with you, or by inviting you into school for an informal drop-in session with the PSHE Subject Leader to look through the Kapow portal together and address any questions you might have.

## Handling Unexpected and Sensitive Questions

Within the 45-minute weekly Kapow lessons, children naturally ask questions that can extend beyond the planned primary curriculum, or cross into topics from which a specific child has been withdrawn.

Because our lessons are delivered by class teachers who know the pupils well, they are expertly equipped to handle these moments with care. Our staff follow a strict professional protocol to ensure that all questions are managed safely, age-appropriately, and in full partnership with parents.

### 1. Questions About Content Beyond the Primary Curriculum

If a pupil asks an advanced or explicit question regarding sex education that falls outside the primary National Curriculum or Kapow scheme, teachers do not answer the question in front of the whole class. Instead, they use the following structured approach:

- **Validating the Question:** The teacher will acknowledge the child's curiosity neutrally (e.g., "That is an important question, thank you for asking"), ensuring the child does not feel shamed, guilty, or dismissed.
- **Using Distancing Techniques:** Teachers establish "anonymous question boxes" or "worry jars" in the classroom. This allows the teacher to screen complex questions privately before deciding on the safest course of action, preventing spontaneous whole-class discussions on unsuitable topics.
- **Decomposing to Biological Facts:** If a question can be answered safely using standard National Curriculum Science or mandatory Health Education vocabulary (such as naming external body parts or discussing general animal lifecycles), the teacher will provide a simple, factual biological answer, avoiding any explicit sexual context.
- **Deferring to Parents:** If the question requires explicit sex education that the school does not cover at primary level, the teacher will gently tell the child: "That is something you will learn about when you are older at secondary school, but for now, it's a great thing to talk about with your adults at home."

### 2. Questions from Children Who Have Been Withdrawn

Managing questions relating to sex education when a child has been formally withdrawn requires immense sensitivity. Because children chat on the playground or hear snippets from peers, a withdrawn child may still ask a teacher about the content they missed.

#### 1. De-escalate and Deflect Privately: Immediate Action.

The teacher will never address or answer the question in a group setting. They will speak to the child individually and gently explain that because they missed that specific lesson, it is a conversation meant for home.

#### 2. Inform the Class Teacher and Subject Lead: Internal Reporting.

If the question was asked to a support staff member or a different supervisor, they immediately log the conversation and pass it to the child's main class teacher. The teacher checks the child's profile to confirm their formal withdrawal status.

**3.Contact the Parents Directly:** Parental Partnership.

The class teacher or Head Teacher will contact the parents by the end of the school day. The teacher will explicitly share: "Your child asked this specific question today. We did not answer it in school in line with your withdrawal request, but we wanted to let you know so you can talk to them about it at home in a way you feel comfortable with."

By maintaining this transparent framework, we guarantee that teachers remain fully compliant with statutory boundaries while ensuring that parents retain ultimate guidance over topics outside our curriculum or from which their child has been withdrawn.