



Introduction

RSE stands for Relationships and Sex Education. PSHE stands for Personal, Social, Health and Economic education and often includes Citizenship. This area of learning may be referred to by different names in schools, such as RSHE, PSHCE, Life skills, Personal development or Circle time.

Together, RSE & PSHE support pupils to understand themselves, their relationships with others and the world around them. Through this learning, pupils develop the knowledge and skills needed to build healthy relationships, care for physical and mental wellbeing, understand their role in society and stay safe in a range of situations, including online.

For simplicity's sake, we will no longer be using the term PSHCE in our school. Neither will we have a separate PSHCE Policy. We will replace the subject's name with RHE but our syllabus will still include the elements of education about Social, Moral, Spiritual and Citizenship as well as British Values. These aspects pervade the curriculum and are not exclusive to RHE lessons.

However, RHE will often link with these elements as well as Economic Well-Being and these elements are included in the Kapow Curriculum that we use to resource our RHE.

In Years R to 4 – this subject is called R.H.E. – Relationships and Health Education

In Year 6 – sex education is added so it is called R.S.H.E. in our Year 5 and 6 Class (N.B. Year 5 do not do sex ed.)

Our Vision

We are St Peter's, a Christian village school rooted in our community. We strive to create an inclusive, caring environment where our learners grow to enjoy life in all its fullness. Just as St Peter himself was entrusted to be the rock on which Jesus founded his church, we develop firm foundations for life within our pupils based on Jesus' teachings.

We have three key aims:

- To LOVE one another in the way God loves us.
- To inspire children to love to LEARN; underpinned by our Christian values.
- To AIM HIGH so every child can achieve their full potential.

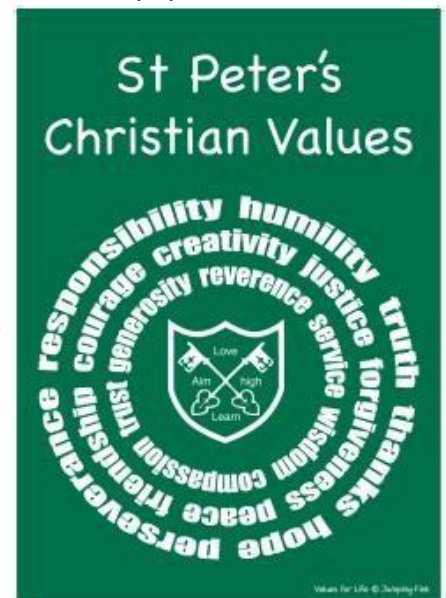
Our pupils are nurtured to develop their self-confidence, spirituality, personal well-being, respect for others, respect for the environment and their own unique talents in a broad curriculum.

When our pupils move on to the next stage of their education, our aspiration is that we have developed 'Life-Long Learners' who have a strong appreciation of their role in; and responsibilities towards; the local community, our country and the changing world.

Aims

This policy aims to clarify the content and the manner in which RSHE is delivered in this school. It is based on the DfE guidance document 'Relationships Education, Relationships and Sex Education, and Health Education' (England) Statutory Guidance 2025 statutory guidance. From September 2020, it has been statutory for primary schools in England to teach Relationships and Health Education.

At St Peter's we also opt to teach Sex Education at an appropriate level. This element is non-statutory but parents, staff and governors believe that the Sex Education is a vital part of the curriculum that prepares our pupils for later life.





A consultative process drew up the Sex Education content and we believe it reflects our local context, and background as a Church of England school, appropriately.

RSE & PSHE support pupils' wellbeing, relationships and safety, meeting . Key areas include:

- **Relationships Education** (families, friendships, respect, positive relationships).
- **Health Education** (physical and mental health, healthy lifestyles, safety).

While skills like resilience and communication are sometimes assumed to develop naturally, varying home and world experiences mean this is not always the case. Explicit RSE & PSHE teaching ensures all pupils learn and practise these skills (e.g. managing emotions, communication, decision-making) in a structured way.

RSE & PSHE create a safe space for pupils to ask questions, explore ideas and reflect on real-life situations. Revisiting key themes each year allows learning to build gradually, helping pupils develop confidence, understanding and strategies for everyday life.

We recognise the importance of RSHE in preparing children and young people to live safe, fulfilled and healthy lives. The overarching objective of RSHE is to support children and young people through a journey of physical, emotional and moral development via the teaching of essential knowledge, skills and values within the framework of the law and provisions of the Equality Act, 2010.

## Organisation

Our RSHE Syllabus is based on the 'Kapow Primary' RSHE Curriculum and accompanying resources. Kapow Primary is an online provider of resources for primary schools and subject specialists have developed all their plans and resources thoroughly. Kapow offer exactly the kind of support and guidance that Ofsted suggest in the November 2025 'Inspection Toolkit'. Kapow's team of subject specialists help teachers to develop the skills they need to teach specialist subjects with confidence. Teachers will be empowered with on-demand access to inspiring videos and specialist lesson plans such, as well as adaptable schemes of work for to help ensure progression of skills whilst building teacher subject knowledge. For more information about Kapow please see:

[RSE & PSHE: Parent information](#)

At St Peter's we also ensure that RSHE is integrated into the curriculum and not isolated. Opportunities to teach, revise and re-inforce the RSHE curriculum appear in Religious Education, Computing, Science and English. There are many areas of cross over where opportunities can be taken to teach two subjects at the same time and/or back-up what has been taught already. As a church school, our RSHE has a distinctive character too – please see the next section.

## What is distinctive about our RSHE because we are a Church of England School?

From September 2020, all primary schools were required to teach Relationships Education. They were also required to teach Health Education. The legislation makes it clear that all schools should approach RSHE in a faith sensitive and inclusive way, seeking to explain fairly the tenets and varying interpretations of religious communities on matters of sex and relationships and teach these viewpoints with respect.

The Church of England Education Office supports the approach taken by the government, including recommending an age-appropriate provision of sex education at primary level, and has issued a Charter which St Peter's C of E (Aided) Primary School Cowfold has adopted and is attached with this policy in Appendix 1.

The Equality Act 2010 requires schools to have due regard to the Public sector equality duty which includes the need to:-

- Eliminate discrimination and other conduct that is prohibited by the Act,
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it,



- Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

As a school providing a public service we abide by the Equality Act. We will not discriminate against any of the protected characteristics in the Equality Act and we will be sensitive to the faith and beliefs of those in the wider school community. As a Church of England school, we will seek to explain fairly the tenets and varying interpretations of religious communities on matters of sex and relationships and teach these viewpoints with respect. It will value the importance of faithfulness as the underpinning and backdrop for relationships.

RSHE at St Peter's, will promote healthy resilient relationships set in the context of character and virtue development. It will reflect the vision and associated values of the school, promote reverence for the gift of human sexuality and encourage relationships that are hopeful and aspirational. Based on the school's values it will seek to develop character within a moral framework based on virtues such as honesty, integrity, self-control, courage, humility, kindness, forgiveness, generosity and a sense of justice but does not seek to teach only one moral position.

As part of our RSHE Curriculum we:

- Challenge pupils to think about Bible stories and the meaning that lies behind them.
- Give children the opportunity to discuss and reflect on Christian beliefs and values.
- Help pupils to understand what being part of God's creation means for them.
- Ensure that pupils value their unique place in the world.

In relation to the Sex Education element of our curriculum we teach sex education in the belief that:

- sex education should be taught in the context of the importance of faithfulness as the underpinning value and backdrop for relationships;
- children should be taught to have respect for their own bodies;
- children should learn about their responsibilities to others, and be aware of the consequences of their actions;
- it is important to build positive relationships with others, involving trust and respect;

## How our RSHE Curriculum Reflects our Local Context

There are several characteristics of our school community that are unique to us and have been considered when planning coverage within our RSHE curriculum.

Firstly, we have a few pupils who have either been adopted or are under a Special Guardianship Order. Additionally, some of our parents are foster parents or have adopted a child. It is, therefore, very important to us to study all types of families and explain to our pupils what fostering / adoption / guardianship is; celebrating the wonderful positives of such family arrangements and building understanding of others within our pupils.

Secondly, St Peter's has quite a mono-cultural make-up within its pupil and staff body. It is for that reason, therefore, that COMMUNITY is one of our 3 Curriculum Drivers. We strive to build our pupils' awareness of what The British Community is like, celebrating diversity and building love, understanding, tolerance and other British Values. We will also grab all the opportunities we can within the RSHE curriculum to look beyond our shores and at the Global Community as a whole, breaking down stereotypes and helping our children understand how interconnected The World currently is. In recent years St Peter's has welcomed pupils from asylum seeking families (temporarily housed in Cisswood Hotel, Lower Beeding). This has enhanced our school's cultural make-up and helped all stakeholders build a greater understanding of diversity and a sense of mutual respect.



Thirdly, we evaluate our RSHE provision regularly based on our an Annual Pupil Well-Being / Safety Survey and our OFSTED Parentview Parental Questionnaire. From the findings of this monitoring, we adapt provision to meet our learners' needs in a continual cyclical process.

For example, in July 2025, in the Key Stage 2 Pupil Survey we found:

Do you know the difference between a general worry and a worry about child abuse? Yes – 94% No – 6% {3 children – met them and clarified for them}

In the July 2025 Key Stage 1 Pupils Survey we found:

I have somebody to talk to about worries. Yes – 93% No – 7% {Two children who were assured that they could tell any trusted adult, at home or school}

We also employ a communicative and consultative approach with parents and carers. This means contextual needs are heard and responded to. For example, February 2026, the school shared information and guidance about Roblox (and other gaming platforms); as some parents requested guidance on security settings.

## The Curriculum

St Peter's uses a RSE & PSHE syllabus bought from the provider KAPOW. This resource is adapted in line with the contextual elements outlined above but, in the main, teachers remain true to its fidelity to ensure progression and coverage.

Through the Kapow Primary RSE & PSHE scheme of work, pupils learn about a range of topics that support their wellbeing, relationships and personal development.

These topics are organised into KEY CONCEPT AREAS, which are revisited across different year groups so pupils can build their understanding and confidence as they move through primary school.

### 'Key Concept' areas

- **My healthy self** – learning how to look after mental and physical health and making choices that support wellbeing.
- **Connecting with others** – learning to build positive relationships, communicate with respect and understand the importance of kindness and boundaries.
- **The online world** – learning to use the internet safely, recognise risks and behave responsibly when communicating or accessing information online.
- **Citizenship** – 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.

These statutory lessons give pupils the opportunity to increase their knowledge and understanding of the topic. They also explore their feelings and ideas about topics and listen to the views of other people. The overall aim is for pupils to be able to make their informed choices.

**Parents do not have the right to withdraw their children from these lessons.**



## **Sex Education**

In primary schools, Relationships Education and Health Education are statutory parts of RSE & PSHE. Sex education is not statutory at primary level, though the Governors of St Peter's CE Primary School, Cowfold, have opted to teach an optional Year 6 KAPOW unit to prepare pupils for secondary school with accurate information.

The school provides detailed information of what the content of the sex education lessons is, in May each year. This is followed by a meeting at school to explain the coverage and show parents the resources used. This information can also be provided at any point in the school year by requesting it from the school office

### **Parents do have the right to withdraw pupils from the Sex Education part of RSHE which takes place only in Year 6.**

Under section 405 of the Education Act 1996, parents have the right to withdraw their child from the teaching of sex education. It does not apply to the following statutory areas of the Science & RSHE National Curriculum:

- Science lessons covering human life cycles (taught in Year 5).
- RSE & PSHE learning about growing up and puberty, including naming body parts, menstruation and physical changes during puberty (taught in Years 2, 4 and 5).

If a parent wishes their child to be withdrawn from Year 6 sex education lessons, they should write a letter to the Headteacher to explain their reasons for withdrawal, making it clear which aspects of the programme in which they do not wish their child to participate. They will then be invited to a meeting with the Headteacher and/or the RSHE coordinator so that both parties are clear on the agreed outcome.

An overview of the Sex Education syllabus can be found in Appendix 3.

## **Assessment**

Pupils' progress and learning in RSHE is assessed against the appropriate learning outcomes. Our pupils are also given opportunities to self-assess their progress and learning at the end of units.

## **Resources**

A range of teaching resources are provided through the Kapow Primary scheme of work and these resources can be inspected by parents and governors through liaison with the Headteacher.

## **Special Educational Needs**

Young people with special educational needs will not be withdrawn from RSHE, but will be given help to develop skills to reduce the personal risks to this often more vulnerable group. Work may be planned in different ways in order to meet the individual needs of young people with special educational needs.

## **Monitoring and Evaluation**

The Headteacher is responsible for the monitoring and evaluation of RSHE. This involves the monitoring of lesson plans and work and holding pupil interviews / questionnaires to see what children have learnt. Any feedback will be given to staff in written form or through a staff meeting. Governors will be informed about the effectiveness of the implementation of the RSHE curriculum and will be presented evidence of its positive impact.



## Child Protection and Confidentiality

RSHE can be a sensitive issue. To protect privacy and engender respect for all, teachers will be expected to develop ground rules with pupils at the onset of potentially sensitive issues. Pupils should also be informed that teachers cannot offer or guarantee pupils unconditional confidentiality. If a pupil were to make any form of disclosure, staff must ensure that it is treated and reported in line with the Safeguarding Policy and procedures of the school.

## The Role of Parents

We value and respect the learning that occurs in the community and in the home, believing that this, alongside school links, form essential dimensions of sex and relationship education. We wish to build a positive and supporting relationship with the parents of pupils at our school through mutual understanding, trust and co-operation.

In promoting this objective we will:

- inform parents about the school's relationships, sex and health education policy;
- notify parents before sensitive issues are taught in lessons;
- answer any questions that parents may have about sex education;
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for it in the school.

## The Role of Other Members of the Community

We encourage other members of the community to work with us to provide advice and support to pupils with regard to RSHE.

## The Role of Pupils

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

## The Role of Staff

Staff are responsible for delivering RSHE in a sensitive way and modelling positive attitudes. They will respond to the needs of individual pupils and to parents who wish to withdraw their child from the non-statutory components of Sex Education.

The subject leader for RSHE is Giles Kolter. Giles Kolter is also our Emotional Well-Being lead.

## The Role of the Headteacher

It is the responsibility of the Headteacher to ensure that both staff and parents are informed about this policy and that it is implemented effectively. It is also the Headteacher's responsibility to ensure that members of staff are given sufficient training so that they can teach effectively and handle any difficult issues with sensitivity. The Headteacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.



## The Role of the Governing Body

The governing body has responsibility to ensure the school's RSHE policy is up-to-date and describes the content and organisation of RSHE outside of the National Curriculum, Science. The governing body, in co-operation with the Headteacher, is expected to involve families, pupils, health and other professionals to ensure that RSHE addresses the needs of pupils, local issues and trends. The governing body need to ensure pupils are protected from teaching and materials which are inappropriate, having regard to the age, religious and cultural background of the pupils. The governing body will continue their involvement through regular evaluation of provision and policy.

## Complaints Procedure

See Complaints Policy.

## What if I have concerns about aspects of RSE or PSHE?

The frequently asked questions at the bottom of this page answer many common queries and provide details on specific learning areas.

Kapow Primary's RSE & PSHE curriculum is carefully planned by specialists to gradually build age-appropriate understanding. Learning is designed to meet the Government's [statutory guidance](#) by the end of primary school.

Some content, such as learning correct body part names and personal boundaries, is important for safeguarding and helps pupils communicate their worries or seek support.

## Links to other Policies

RSHE should be considered alongside these other relevant policies:

Child Protection and Safeguarding

Anti-bullying Policy

Curriculum Statement

Positive Behaviour Policy

Equality Policy

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### St. Peter's – Policy Summary

Policy Title:	Relationships, Sex and Health Education (RSHE) Policy	Scope:	Pupils
Approved by:	FGB	Review Cycle:	Annual
Last Approved:	13 <sup>th</sup> May 2026	Next Review:	May / June 2027

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**Frequently Asked Questions – see next page**



## Frequently Asked Questions

### **Is Sex education compulsory in primary school?**

No. Primary schools are not required to teach Sex education. However, statutory guidance recommends that schools teach Sex education in Year 5 and/or Year 6, alongside learning about conception and birth, which is included within the Science National curriculum.

Parents and carers have the right to withdraw their child from non-statutory Sex education, even where a school chooses to teach it.

[Find out more](#)

### **When will my child cover puberty and period education?**

For schools following Kapow Primary RSE & PSHE, learning is introduced gradually and built over time. In Year 2, pupils are introduced to the concept of bodily changes as they grow, covered in the 'Growing up' unit.

In Year 4, learning focuses on the changes that occur as children grow and how to manage them, rather than why they happen, with an emphasis on reassurance and practical strategies.

In Year 5, pupils explore why these changes occur and learn more about the biological processes involved in puberty, including the role of hormones. This includes learning about the menstrual cycle and other puberty changes, such as erections and wet dreams. This learning links with the Science curriculum, where pupils study the changes during puberty and reproduction in animals.

### **Will boys and girls be taught about puberty separately?**

Relationships and Health Education [statutory guidance](#) states that **all** pupils should learn about the changes that happen during puberty before they leave primary school. The guidance does not require learning to be taught separately based on sex and there is no statutory expectation for boys and girls to be taught apart.

Teaching pupils together helps ensure that everyone understands the changes that both boys and girls experience during puberty. This can help reduce stigma, embarrassment and teasing by normalising these changes and encouraging empathy and respect.

Some schools choose to offer separate question-and-answer sessions if they feel pupils may be more comfortable asking questions in single-sex groups.

### **What language and terminology does Kapow Primary use when teaching about puberty, periods and birth?**

Kapow Primary's [RSE & PSHE curriculum](#) has been developed in consultation with specialists in RSE & PSHE education. This has helped ensure that content, language choices and sequencing are age-appropriate, inclusive and aligned with statutory guidance and best practice.

Outdated or potentially stigmatising terms are avoided in favour of neutral, factual language. For example:

- 'Menstrual products' or 'period products', rather than 'sanitary products'.
- The correct scientific names for body parts, rather than slang or euphemisms.
- Neutral language that recognises the different ways babies may be born, rather than terms such as 'natural birth'.

These choices help reduce stigma, avoid value judgements and support respectful, inclusive teaching.



### **When are the private body parts named?**

St Peter's Primary School introduces the correct names for external private body parts in Years 3 & 4, as outlined in the statutory guidance. These include 'penis', 'vagina', 'testicles' and 'nipples'. Using correct body part terminology from an early age is vital for safeguarding, as it allows children to report concerns clearly.

In Year 4, pupils learn the correct names for external body parts that change during puberty, such as 'breasts', 'armpits' and 'Adam's apple'; and learn vocabulary to describe visible changes, such as the growth of pubic hair.

In Year 5, pupils learn about the internal reproductive organs, such as the 'uterus', 'ovaries' and 'fallopian tubes' to understand the menstrual cycle.

In Year 6, the optional Sex education unit pupils revisit internal reproductive organ vocabulary and learn new terms like 'sperm', 'egg cell', 'fertilisation' and 'conception'.

### **Will my child learn about sexual orientation and same-sex relationships?**

Within the Kapow Primary RSE & PSHE scheme, sexual orientation is not taught explicitly. However, same-sex relationships are represented naturally within lessons about family life and relationships.

When pupils learn about different types of families, statutory guidance recommends that schools include same-sex parents alongside other family set-ups and this is reflected in the Kapow Primary RSE & PSHE scheme. These examples sit alongside other family structures and are presented in a factual, age-appropriate way.

Kapow Primary RSE & PSHE addresses marriage and civil partnerships in line with statutory requirements, emphasising that these are formal, legally recognised and intended to be lifelong commitments. Furthermore, the scheme aims to develop pupils' understanding of healthy, loving relationships and promote respect for all individuals.

### **Will my child learn about gender identity?**

Kapow Primary RSE & PSHE does not include teaching about gender identity or gender reassignment as concepts. However, at St Peter's pupils are taught to treat others with kindness and respect across the curriculum. This includes learning to challenge gender stereotypes, recognise unfair assumptions and understand that people may express themselves in different ways.

The Kapow scheme also includes a diverse range of characters and scenarios that reflect differences in interests, personalities and family life, including children who do not conform to traditional gender stereotypes. This approach aligns with statutory guidance, which requires primary schools to promote respect, challenge discrimination and avoid reinforcing harmful stereotypes, while ensuring learning remains age-appropriate.

### **How do Kapow Primary RSE & PSHE lessons help pupils deal with misleading or harmful content online?**

Kapow Primary's 'Online world' lessons in each year group help pupils develop the understanding and judgement they need to navigate online content safely. Rather than showing pupils potentially upsetting examples, lessons use age-appropriate scenarios to build early critical thinking skills and help pupils understand that not everything online is accurate, trustworthy or intended for children.

- **Years 1 and 2** – learning that some online content is not suitable for children and that they should tell a trusted adult if something online makes them feel worried or uncomfortable.
- **Years 3 and 4** – recognising that information online may be inaccurate or misleading and learning to think carefully about what they read or share.



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- **Years 5 and 6** – exploring how online content can influence people's thoughts, choices and behaviour, including how advertising works and how messages can be designed to persuade.

Across the curriculum, pupils are encouraged to question what they see online and know how to seek help if something makes them feel unsafe.

### **What if my child does not use social media or online games but these are discussed in lessons?**

Many social media platforms and some online games have minimum age requirements – often 13 and older. These age limits are explained to pupils when the topic is discussed. Even if children do not use social media themselves, they may still encounter similar types of online interaction through games, messaging features, shared devices or video platforms. For this reason, Kapow Primary's RSE & PSHE curriculum helps pupils understand how people communicate and behave in online spaces before they begin using these platforms.

Lessons do not focus on specific apps or sites. Instead, pupils explore common features of online communication, such as sharing images, posting comments and communicating in group messages, using fictional or recreated examples. Pupils are not asked to share their own experiences. The focus is on discussing scenarios, understanding respectful behaviour online and knowing how to seek help if something makes them feel uncomfortable.

Kapow Primary RSE & PSHE highlights that families may make different decisions about when children can use certain platforms and that age restrictions are designed to help keep children safe online.

### **How do Kapow Primary RSE & PSHE lessons help pupils understand how online activity can affect their wellbeing?**

Kapow Primary RSE & PSHE helps pupils develop a balanced understanding of how online activity can affect their wellbeing. Rather than presenting the internet as entirely positive or negative, pupils are encouraged to consider both its benefits and potential drawbacks. Across the curriculum, pupils explore how online communication can support friendships and learning, while also recognising that excessive screen time or certain types of content can affect how people feel.

In the 'My healthy self' lessons, pupils learn about healthy habits such as staying active, getting enough sleep and maintaining routines that support wellbeing. These discussions include how screen time may affect sleep, physical activity and daily routines. Pupils are also encouraged to reflect on the value of positive, face-to-face relationships and how online communication fits alongside them.

In Year 6, pupils begin to explore how online content can influence how people feel about themselves, including understanding that images and posts online may be carefully chosen or edited.

### **How do Kapow Primary RSE & PSHE lessons help pupils communicate safely and respectfully online?**

Kapow Primary's RSE & PSHE lessons help pupils understand that the same principles that support healthy relationships offline also apply to online communication. Across the curriculum, pupils learn that online communication should be with people they already know and whose contact is known to their parents or carers. Lessons thoroughly examine the impact of online words and actions on other people.

In Years 3 and 4, pupils begin to understand that messages online can sometimes be misunderstood because tone of voice and facial expressions are missing. They practise thinking carefully about how their messages may be received. In Years 5 and 6, pupils explore situations such as peer pressure, unkind behaviour or disagreements in group chats and learn how to respond appropriately.

### **How do Kapow Primary RSE & PSHE lessons help pupils seek help if something worries them?**

A key aim of Kapow Primary RSE & PSHE is to help pupils feel confident talking to trusted adults if something worries them. Lessons help children recognise when something does not feel right and understand that they can seek help and advice. Pupils learn about healthy relationships, personal boundaries and situations that may feel uncomfortable



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or unsafe. Lessons use impersonal scenarios and pupils are not expected to discuss personal experiences.

Key learning includes:

- **Years 1 and 2** – recognising that pupils can speak to trusted adults and identifying who those adults might be.
- **Years 3 and 4** – developing the language and confidence to explain what has happened and why something may feel unsafe.
- **Years 5 and 6** – identifying a wider range of support, including trusted adults in school, services such as Childline and reporting tools on online platforms.

### How are topics around food and health handled?

Parents and carers can refer to their school's RSE & PSHE policy for details of how this learning is approached. Within the Kapow Primary RSE & PSHE scheme, food and health education is developed with input from a qualified nutritionist to ensure content is accurate, age-appropriate and aligned with statutory RHE guidance. This includes the careful, factual use of statutory terms such as 'calories' and 'obesity'.

Teaching avoids labelling foods as 'good' or 'bad', focusing instead on balance, variety and moderation and on how different foods support the body and affect health over time. Pupils are encouraged to develop critical thinking about food choices, including understanding nutritional information and questioning marketing and advertising. Lessons emphasise that bodies and needs vary and use supportive strategies, such as scenarios and agreed ground rules, to avoid focusing on pupils' personal experiences.

### Do parents get a say in the teaching of RSE & PSHE?

Yes. Schools are required to consult parents and carers when developing or reviewing their RSE & PSHE policy, including decisions about whether to teach non-statutory Sex education in primary school. Consultation took place in 2019, when this policy was first introduced. Periodic re-consultation may occur on an ongoing basis, as time goes by and updates are needed.

Much of what is taught in RSE & PSHE is set out in statutory guidance from the Department for Education, which all state schools must follow. Schools do, however, have flexibility in how and when this learning is taught and parents' views may be taken into account when shaping the school's approach.

While consultation allows schools to explain their decisions, listen to feedback and respond to community needs, final decisions about curriculum delivery rest with the school and its governing body. Further details are set out in each school's RSE & PSHE policy, including its development and consultation process.