



School RSHE Appendix

Archbishop Cranmer C of E Primary Academy

Appendix to the Aspire & Shine Education Trust RSHE Policy — Academic Year [2026/2027]

This appendix should be read alongside the Aspire & Shine Education Trust Relationships, Sex and Health Education (RSHE) Policy. While the Trust policy sets out the principles, statutory requirements and framework that apply across all schools, this appendix provides the local, academy-specific operational information referred to within it.

1. Key Contacts

The following members of staff can be contacted regarding RSHE at this school:

Role	Name	Contact details
Headteacher	Melanie Stevens	office@archbishopcranmer.notts.sch.uk 01949 850627
RSHE Lead / Coordinator	Eleanor Hodgson	office@archbishopcranmer.notts.sch.uk 01949 850627
Designated Safeguarding Lead (DSL)	Melanie Stevens Eleanor Hodgson, Ell Robinson	office@archbishopcranmer.notts.sch.uk 01949 850627
SENDSCO (where appropriate)	Eleanor Hodgson	office@archbishopcranmer.notts.sch.uk 01949 850627
Named contact for parent enquiries regarding RSHE	Mrs Hodgson	office@archbishopcranmer.notts.sch.uk 01949 850627
Named contact for menstrual wellbeing support	Eleanor Hodgson	office@archbishopcranmer.notts.sch.uk 01949 850627

2. Curriculum Delivery

2.1 Delivery model and curriculum overview

Scheme or resources used: Kapow Primary RSE and PSHE scheme of work (from September 2026).

Delivery method: Discrete, planned lessons, supported by cross-curricular links, collective worship and reflection, everyday school experiences, real-life contexts and pastoral support.

Frequency of lessons: Weekly, for approximately 45 minutes.

Staff responsible for teaching RSHE: Class teachers, with support from teaching partners where appropriate. Staff adapt delivery to pupils' needs while maintaining the curriculum's intended sequence and progression.

Summary of curriculum content by year group: The curriculum is carefully sequenced from Reception to Year 6 (see Progression Map [here](#)). It develops learning through the strands of personal wellbeing; relationships; health and safety; and citizenship and economic understanding. It provides full coverage of statutory Relationships Education and Health Education. Age-appropriate, non-statutory sex education is taught in upper Key Stage 2 and complements the statutory science curriculum. The detailed curriculum overview and progression are available through the school's RSHE webpage and from the school on request.

2.2 Curriculum and assessment links

RSHE curriculum overview (website link): [ABCA Relationships and Sex Education webpage](#)

PSHE/RSHE policy page (website link): [ABCA Policies webpage](#)

Assessment and progression information (website link): [ABCA Relationships and Sex Education webpage](#)

3. Working with Parents and Carers

3.1 Informing and engaging parents

Advance notification: Parents and carers are informed in advance of the non-statutory sex education content. Curriculum information is also available on the school website.

Viewing materials: Parents and carers are offered opportunities to view the materials and discuss the curriculum. Parent information materials are available through the school website, and further materials can be viewed on request.

Information and consultation: When significant curriculum changes are introduced, the school provides consultation opportunities. For the September 2026 curriculum, these included an in-school information session, access to parent materials and an online feedback form. Further sessions may be arranged where appropriate.

Questions or concerns: Questions or concerns should be directed to Mrs Hodgson, RSHE Lead, through the school office: office@archbishopcranmer.notts.sch.uk or 01949 850627.

3.2 Withdrawal from Year 6 sex education

Who parents should contact to request withdrawal: The Headteacher, Mrs Melanie Stevens. Requests must be made in writing through the school office.

Process for discussing the request: The Headteacher will contact the parent or carer to discuss the request, clarify which elements are statutory and non-statutory, explain the educational purpose and content, and consider any questions or concerns before the request is confirmed.

Arrangements for the child during withdrawn lessons: The pupil will be supervised in an appropriate alternative location and provided with suitable alternative learning. Withdrawal does not apply to statutory Relationships Education, Health Education or science curriculum content.

Timeframe for responding to withdrawal requests: Requests will be acknowledged promptly and a discussion arranged as soon as reasonably practicable, allowing sufficient time before the relevant lessons are taught.

4. Other School-Specific Information

4.1 Inclusion and accessibility

SEND adaptations

Teachers adapt lessons in response to pupils' individual needs while retaining the intended curriculum content and progression.

Adaptations may include pre-teaching key vocabulary; visual supports; concrete examples; adapted language and resources; flexible grouping; additional processing time; additional adult support; and content presented in smaller, manageable steps.

Where appropriate, a personalised approach is agreed in line with the pupil's SEND Support Plan, EHCP and the school's SEND Policy. Staff consider communication and interaction, cognition and learning, sensory and physical, and social, emotional and mental health needs when planning delivery.

Understanding is checked sensitively through discussion, observation, questioning and pupil reflection. Assessment focuses on the individual pupil's progress and is not used to compare personal experiences or development with those of peers.

EAL provision

Pupils with English as an additional language access the same ambitious and age-appropriate curriculum. Teachers identify and pre-teach essential vocabulary, including accurate anatomical and safeguarding terms, and revisit this language regularly.

Visuals, modelling, gestures, concrete examples, sentence stems and structured talk are used where helpful. Instructions and questions are broken into clear steps, and staff check understanding without relying solely on a pupil's confidence in spoken English.

Where appropriate, translated information or home-language support may be used to support understanding. Pupils are not expected to translate sensitive content for one another. Staff remain alert to cultural differences while ensuring that all pupils receive the knowledge needed to understand relationships, health, safety, consent, boundaries and how to seek help.

Trauma-informed delivery

Staff consider known safeguarding information, adverse childhood experiences and other vulnerabilities when planning RHSE. Where relevant, teachers liaise with the DSL, SENCo and pastoral staff before sensitive content is taught.

Lessons use clear ground rules, predictable routines and calm, non-judgemental language. Pupils are never required to disclose or discuss personal experiences publicly. Examples and scenarios are chosen carefully to avoid assumptions about family structures or lived experience.

Reasonable adjustments may include advance preparation, a trusted-adult check-in, adapted timing or grouping, opportunities to pause or step out, and follow-up pastoral support. Any disclosure or indication of harm is managed in accordance with the school's safeguarding procedures; pupils are reminded that confidentiality cannot be promised where there is a safeguarding concern.

Safeguarding and sensitive questions

RHSE supports pupils to recognise risk, understand boundaries and know how to seek help. Sensitive questions are answered honestly and carefully in line with pupils' age and understanding. Staff follow Keeping Children Safe in Education and the school's safeguarding procedures at all times.

5. Review

Appendix last reviewed: July 2026

Next review due: July 2027, or sooner if key contacts, curriculum arrangements or statutory requirements change.

Reviewed by: Eleanor Hodgson, RSHE Lead