Huish Episcopi
PRIMARY SCHOOL

Relationships and Sex Education Policy

Reviewed August 2026
Next review due August 2027

RSE Policy

As part of the statutory requirements for Relationships, Sex & Health Education, all primary schools must have in place a written policy for Relationships Education and/or RSE if additional non-statutory sex education is taught.

Schools should ensure that the policy meets the needs of pupils and parents and reflects the community they serve.

This policy has been developed in consultation with staff and parents.

This policy aims to provide guidance and information on all aspects of Relationships and Sex Education (RSE) in the school for staff, parents/carers and governors and other stakeholders. This policy is available on the school website. Copies can also be made available on request from the school office.

Statutory Relationships and Health Education

Current regulations and statutory guidance from the Department for Education (DfE) state that Relationships and Health Education must be taught in all primary schools in England from September 2020. This guidance was updated in July 2025 for implementation from September 2026.

Sex education is not compulsory in primary schools, but the DfE recommend that primaries teach sex education in Years 5 and/or 6, in line with content about conception and birth, which forms part of the National Curriculum for science. The National Curriculum for science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.

At our school, we deliver Relationships Education/RSE, as set out in this policy, in line with current statutory duties and requirements. We include the statutory Relationships and Health Education within our whole-school PSHE Programme.

Definition and aims of RSE

At Huish Episcopi Primary School, we believe that our pupils need to be educated in Relationships Education and Relationships & Sex Education (RSE) as part of a broad and balanced curriculum that develops the whole child and supports their personal development, health and wellbeing.

We define Relationships Education as learning about personal, physical, social, moral, cultural and emotional development. It includes understanding the importance of stable and loving relationships, respect, love and care, and different kinds of family life, friendships and other relationships. It also involves acquiring information and developing and forming positive

beliefs, values and attitudes that help pupils to form and maintain healthy relationships and connections.

We consider effective Relationships Education and RSE to be a vital part of the school approach to effective safeguarding. We believe Relationships Education and RSE are important for our pupils and our school because they help to keep everyone safe, happy and healthy.

At an appropriate age for our pupils, part of our school provision also includes the teaching of relevant additional non-statutory sex education to complement pupils' wider understanding of human development and relationships.

Relationships Education and RSE are not about the promotion of sexual orientation or sexual activity. Instead, they support understanding and acceptance of the diverse relationships that exist within our school community, in modern Britain and beyond.

We ensure that any Relationships Education and RSE we deliver are inclusive and meet the needs of all our pupils, including those pupils who have special educational needs and disabilities (SEND).

Sex Education

"Sex education is not compulsory in primary schools, but we recommend that primaries teach sex education in years 5 and/or 6, in line with content about conception and birth, which forms part of the national curriculum for science. The national curriculum for science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals." Department for Education (DfE), paragraph 30 of the updated RSHE guidance (2025).

At Huish Episcopi Primary School, we believe children should understand the facts about human reproduction before they leave primary school. Sex education will be taught in Year 5 and Year 6 during the second half of the summer term.

What do we teach when and who teaches it?

We predominately use Kapow for our PSHE / RSE curriculum. At the beginning of the year all parents will receive an overview of the content of the curriculum that their child will access throughout the year.

Autumn 1:	My Healthy Self - healthy mind and body

Autumn 2:	Connecting with others – healthy relationships
Spring 1:	The online world – keeping safe online
Spring 2:	Citizenship – rights and responsibilities, money
Summer 1:	Staying safe – rail safety, sun safety, water safety Citizenship – careers, money
Summer 2:	Health protection – preventing illness, responding in an emergency Growing up – body and emotional changes as they grow, puberty Sex Education (Years 5 and 6)

We allocate between 30-120 minutes to PSHE each week dependent upon age and topic.

Our Relationships Education/RSE curriculum is delivered predominantly by teachers or other staff within our school and forms part of our timetabled Personal, Social, Health and Economic (PSHE) education programme.

Creating a safe learning environment is a vital part of effective Relationships Education/RSE delivery, particularly where sensitive or complex issues may be explored. Our school supports pupils to develop confidence in talking, listening and thinking about relationships in a safe and secure way.

To support this, a range of strategies are used, including:

- Establishing clear ground rules or learning agreements with pupils on boundaries in lessons.
- Using 'distancing' techniques and strategies.
- Understanding how to discuss sensitive topics, questions or comments from pupils.
- Using age-appropriate materials.
- Encouraging reflection and discussion.

A wide variety of best-practice teaching and learning approaches are used within the Kapow RSE/PSHE programme to support effective and sensitive delivery of Relationships Education/RSE. These include:

- Film-clips/graphics.
- Scenarios and stories.
- Images and visual prompts.
- Reflection and discussions activities (i.e. whole class, small groups, paired etc.).
- Role play.

- Problem-solving activities.
- Independent, paired and group work.
- The use of anonymous question boxes.

Staff receive training where required to support safe and effective delivery, including how to manage sensitive topics and pupil questions. During Relationships Education/RSE lessons, pupils are encouraged to ask appropriate questions in line with the agreed boundaries/ground rules established. Any questions arising from pupils are answered according to the age and maturity of the pupil concerned, and if the teacher delivering the session deems it appropriate to answer.

Teaching staff aim to answer questions honestly and factually, within the scope of the curriculum. Where a question is not age-appropriate, falls outside the curriculum, or a member of staff does not feel it is appropriate to answer in class, pupils may be supported individually or signposted to parents or carers, who have the primary responsibility for discussing sensitive matters. This approach ensures pupils receive accurate, non-judgmental answers while respecting parental rights and maintaining the integrity of the school's curriculum.

When delivering Relationships Education/RSE, teachers are sensitive to the differing needs of pupils and ensure that appropriate adaptations to learning materials are made so they are inclusive, engaging, safe and accessible to all pupils, including any those with additional needs or those with SEND.

The DfE makes it clear that schools should make provision for how teachers will answer questions that may be asked by pupils about topics in sex education that the school does not cover, or that relate to sex education from which a child has been withdrawn.

Our school delivers Relationships Education and Health Education in the primary phase, as required by statutory guidance. We also deliver additional non-statutory sex education lessons in Year 5 and Year 6 that cover conception and the birth of a baby, where the parental right of withdrawal applies.

If pupils ask about sex education topics that are not covered in our primary programme (for example, contraception, sexual activity, explicit sexual content), teachers redirect the conversation to the learning being covered, remind pupils of agreed ground rules on asking questions and where they can seek help or advice from trusted adults. If teachers have concerns regarding any question asked by pupils, they follow school safeguarding procedures. In responding, teachers use a neutral script such as: "That's a thoughtful question. It's not part of our learning today, so we are not going to explore it in class. If you are worried about anything then you can talk to me or another trusted adult privately outside of the lesson".

If a pupil who has been withdrawn from sex education lessons asks a question about withdrawn content, teachers will not answer in class and will use a neutral script such as: "That question is about content your parent has asked us not to cover with you in school. Let's make sure an adult follows this up with you safely." Parents will be informed that their child has asked a question which they may need to follow-up with their child and offer guidance for discussing it at home if needed. If teachers have concerns regarding any question asked by pupils, they follow school safeguarding procedures.

As part of our Relationships Education/RSE delivery, pupils are supported to understand who they can speak to in school if they have concerns or worries about anything that has been covered. Building children's ability to understand that there is always help available from trusted adults is an important element of our PSHE and RSE provision. We also signpost pupils to other reliable external service and sources of help and support, such as Childline.

Inclusion

It is our intention that all pupils have the opportunity to experience a programme of Relationships Education/Relationships & Sex Education (RSE) at a level that is appropriate for their age and cognitive development, with differentiated provision where required. We operate a fully inclusive ethos in our school. Lesson plans and content are adapted by the subject lead and teachers where necessary to ensure that all pupils can effectively access Relationships Education/RSE learning.

Our school recognises that there are different ethnic, religious and cultural beliefs and attitudes around Relationships Education/RSE topics, as well as acknowledging that pupils may come from a variety of different family types and backgrounds. These differences are reflected through teaching and resources that promote diversity and inclusion in Relationships Education/RSE.

During PSHE and RSE sessions, objective discussion of the diversity of the community we serve, and wider society in modern Britain, is approached in a sensitive and age-appropriate manner so that all pupils have access to lessons that are inclusive and based on a factual understanding of the law.

We are mindful of statutory guidance from the Department for Education (DfE) and Ofsted, and of the legal responsibilities placed upon schools by the Equality Act (2010) to promote inclusion, mutual respect and the protection of protected characteristics. Relationships Education/RSE provides an opportunity to support the discharge of these duties in a safe and appropriate environment.

All schools in England have a legal responsibility to eliminate discrimination and are required to raise pupils' understanding and awareness of diversity and to promote respectful relationships with those who are different from them.

Safeguarding and confidentiality

Confidentiality in Relationships Education/Relationships & Sex Education (RSE) lessons is managed in line with the school's confidentiality policy. A member of staff can never promise unconditional confidentiality to pupils if concerns exist or disclosures are made during lessons. Staff ensure that pupils are made aware that confidentiality cannot be guaranteed and that there are procedures that must be followed. The school's safeguarding protocols are followed at all times.

Through the ground rules established as part of creating a safe learning environment in all PSHE and RSE lessons, pupils are reminded that personal questions or sensitive information should not be shared in an open classroom environment. Pupils are also reminded that they can speak to a member of staff or another trusted adult if they have any questions, worries or concerns.

Teachers are aware that effective Relationships Education/RSE, which includes developing an understanding of what is and is not acceptable in different relationships, may sometimes lead to disclosures of safeguarding concerns by pupils. If this occurs, the member of staff informs the head teacher or Designated Safeguarding Lead (DSL), in line with the school's safeguarding policy.

All staff are trained to handle questions and disclosures sensitively. If a pupil's question or comment raises a safeguarding concern, staff follow the school's safeguarding policy and inform the Designated Safeguarding Lead (DSL) immediately. Confidentiality is respected as far as possible, but safeguarding always takes priority.

Ground rules are used within lessons to help manage disclosures and behaviour, alongside other strategies that support the creation of a safe learning environment.

Working with parents

The role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children and have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

We are committed to working closely with parents to ensure that we create the best possible Relationships Education/Relationships & Sex Education (RSE) curriculum for our pupils, while also supporting parents in the conversations they may have with their children around these topics. We aim to build a partnership approach with parents towards Relationships

Education/RSE provision, where transparency and respectful understanding are the basis for all discussions. Parents are always welcome to contact the school to view resources and discuss any questions or concerns with the headteacher or subject lead.

Parents who wish to view the RSHE/PSHE teaching materials are asked to contact the school to arrange an appointment, during which the headteacher and/or subject lead will share information, resources and discuss any specific topics, issues or concerns. This approach supports open discussion and helps build understanding of the context of our RSHE/PSHE provision across the school.

Parents' right to withdraw

While we believe that all content within our PSHE and RSE curriculum is important and relevant for pupils, parents have the legal right to request that their child be withdrawn from some or all non-statutory sex education lessons, other than those that form part of the National Curriculum for science.

In line with current DfE statutory guidance, there is no parental right of withdrawal from Relationships Education or Health Education, or from any sex education content that forms part of the National curriculum for science which require children to know the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. These are statutory requirements that schools are required to teach.

At Huish Episcopi Primary School we also deliver additional non-statutory sex education lessons in Year 5 and Year 6 that cover conception (Years 5 and 6) and the birth of a baby (Year 6), where the parental right of withdrawal applies.

The school will inform parents of this right to withdraw their child from some or all of sex education lessons by a letter sent home in the spring term explaining what will be taught in the summer term. If parents wish to exercise this right, they will be invited to discuss the request with the Headteacher/PSHE subject leader to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. If parents choose to proceed with withdrawal, the request is recorded and alternative provision is made for the pupil during these sessions so that they are not present in the lesson. It is important that parents who choose to withdraw their child from sex education understand that discussing these issues with their child then becomes their responsibility

Monitoring and review

This policy will be reviewed annually. We will give serious consideration to any comments from parents about the RSE / PSHE programme and make a record of all such comments.

22/7/26