

RELATIONSHIP AND SEX EDUCATION (RSE) POLICY

HATFIELD PEVEREL INFANT AND NURSERY SCHOOL



Inspiring a Love of Learning

APPROVED BY GOVERNORS: JULY 2026

POLICY TO BE REVIEWED: JULY 2027

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POLICY DEVELOPMENT & REVIEW

As part of the statutory requirements for Relationships, Sex & Health Education, all primary schools must have in place a written policy for Relationships and Sex Education. Schools should ensure that the policy meets the needs of pupils and parents and reflects the community they serve. At Hatfield Peverel Infant and Nursery School, our current RSE policy is due to be reviewed in consultation with staff, governors and parents/carers. The process of consultation for this involves the draft policy being shared with all stakeholders and an opportunity given to respond. Additionally, staff will discuss aspects of the policy in an age-appropriate way with pupils and seek their views. This could be through pupil voice opportunities and PSHE lessons.

Following consultation, the school will review feedback and identify any themes or concerns, decide whether changes to the RSE policy or approach are needed and then publish the updated policy and make it fully accessible on the school website.

This policy aims to provide guidance and information on all aspects of Relationships and Sex Education (RSE) in the school for staff, parents/carers, governors and other stakeholders.

This policy was reviewed and updated by C Springall June 2026
This policy was approved by the governing body on 2nd July 2026.
Copies can also be made available on request from the school office.

STATUTORY REQUIREMENTS

Regulations and statutory guidance from the Department for Education (DfE), stated that Relationships & Health Education must be taught in all primary schools in England from September 2020. This guidance was reviewed in July 2025, and an updated document was produced. This guidance will become a legal requirement in England from September 2026.

As a maintained Infant and Nursery school, we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017. At Hatfield Peverel Infant and Nursery School, the statutory guidance document has been reviewed to ensure our school policy and curriculum are in line with statutory requirements and established best practice.

Information on statutory requirements, including the current statutory guidance document from the DfE, can be found in:

https://assets.publishing.service.gov.uk/media/6970e7e67e827090d02d42e0/Relationships_education_relationships_and_sex_education_RSE_and_health_education_for_intro_1_September_2026_.pdf

In teaching RSE in our school, we must have regard for guidance issued by the Secretary of State, as required by the Education Act 1996.

Legislation and guidance documents that inform our school's RSE policy include:

- Education Act (1996)
- Equality Act (2010)
- Keeping Children Safe in Education (2025)
- Children and Social Work Act (2017)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education (2025)

Sex education is not compulsory in primary schools, but the DfE recommend that primary schools teach sex education in Years 5 and/or 6. However, due to our school being an Infant and Nursery School, we are only required to provide relationships education. **We do not teach sex education to our pupils.** However, biological content within the Science National Curriculum, including naming external body parts and human growth, is taught within PSHE (and RSE) lessons.

DEFINITION AND AIMS OF RSE

The purpose of RSE is to help children and young people to be safe, healthy and happy as they grow up and in their future lives. RSE must always be appropriate to pupils' age and stage of development and is an essential part of safeguarding. (NSPCC definition)

The NSPCC advocates for RSE because they believe that it plays a fundamental role in safeguarding and empowering young people.

At Hatfield Peverel Infant and Nursery School, we believe that our pupils need to be educated in 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 relationships, respect, love and care, 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. Additionally, it emphasises recognising risk, keeping safe (on and offline) and knowing when and how to seek help.

The aims of Relationships and Sex Education (RSE) at Hatfield Peverel Infant and Nursery School are to:

- Provide a framework in which sensitive discussions can take place.
- Help pupils to understand the importance of health, hygiene and safety.
- Help pupils develop feelings of self-respect, confidence and empathy.
- Create a positive culture around relationships and inclusion.
- Introduce pupils to the correct vocabulary to describe themselves and their bodies.

CURRICULUM

Relationships Education/RSE is delivered as part of our PSHE curriculum. Through this, we aim to provide pupils with the knowledge, skills and understanding they need to lead confident, healthy and independent lives and to become informed, active and responsible citizens. Our provision intends to help young people develop confidence in talking about and considering the relationships that we all have.

Relationships Education/RSE is taught across our two key stages from Reception, ensuring that learning builds year by year within a spiral curriculum, in a way that is appropriate to pupils' age and maturity. This approach responds to the pupils' needs and supports them to manage the opportunities and challenges they may face as they grow up.

At Hatfield Peverel Infant and Nursery School, we use the Kapow Primary RSE/PSHE scheme of work as the basis for our Relationships Education/RSE provision. Our Relationships Education/RSE provision is mapped to the 2025 statutory requirements for Relationships Education and Health Education, using the most recently updated teaching materials developed by KAPOW ready for September 2026. More specific information regarding our RSE curriculum can be found in our PSHE policy and our PSHE and RSE curriculum and related documents.

Related RSE content is also taught through other curriculum subjects, such as religious education and science. Pupils also explore related themes through assemblies, external visitors, awareness days, whole school projects and events throughout the year.

Relationships Education/RSE is delivered through timetabled curriculum lessons as part of our PSHE and RSE curriculum. Related statutory elements are also delivered through science, in line with the National curriculum. Staff always seek opportunities to incorporate PSHE and RSE within the wider learning opportunities and experiences.

We have developed the curriculum, taking into account the age, needs and feelings of pupils. Both formal and informal RSE arising from pupils' questions are answered according to the age and maturity of the pupil

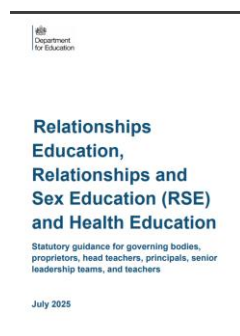
concerned. If pupils ask questions outside the scope of this policy and our curriculum, they can be addressed individually later in the appropriate manner. This may involve speaking directly to parents. The school believes that individual teachers should use their skill and discretion in this area and if required, advice can be sought from the PSHE lead or senior leader.

SAFEGUARDING AND CONFIDENTIALITY

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection/safeguarding issue. In a case of this arising, a teacher would refer to the Designated Safeguarding Lead (Headteacher), or in her absence, the Deputy Designated Safeguarding Leads (Deputy Headteacher, SENCo and EYFS Lead) if they had any concerns.

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.

CHANGES AS A RESULT OF UPDATED 2025 STATUTORY GUIDANCE FOR RSE



“... to ensure the curriculum keeps pace with children's lives today – strengthening expectations around parental transparency, providing clearer boundaries for primary content, and updating areas such as online safety and personal safety.” (2025)

The 2025 guidance does not change the core of primary RSE and Health Education – it clarifies how it should be taught, communicated and kept up to date. The main updates affecting RSE at Hatfield Peverel Infant and Nursery School are as follows:

1. *Schools must be open with families about what is being taught and when, from September 2026*
2. *Clearer boundaries for primary content. The guidance emphasises teaching children how to:*
 - *Set and respect personal boundaries.*
 - *Recognise unsafe online or offline relationships.*
 - *Seek help when something feels wrong.*

This is about safeguarding children with age-appropriate skills and knowledge. By giving children the tools to recognise risk and manage safe decisions, both now and in the future. We recognise that schools play an important role in helping children navigate a world where social norms, online behaviours and pressures are constantly shifting.

3. *Specific vocabulary and puberty guidance*

Teachers now have explicit direction on terminology. Pupils should learn the correct names for body parts (including penis, vulva, vagina, testicles, nipples, scrotum). These terms should be taught within the context of privacy, boundaries and respect.

As our school is an infant and nursery school (EYFS and KS1), puberty guidance is not taught.

4. Online safety in today's context

Since the 2019 guidance, the online world has changed a lot, and the new guidance ensures that teaching keeps up with it. Updates include:

- *Age limits for social media*
- *Risk around image-sharing and online pressure*
- *Privacy and location settings*
- *Online gaming safety*
- *Critical thinking about online wellbeing*

5. Personal safety and first aid

New content has been added to help children recognise and manage risk, including:

- *Rail and water safety*
- *Peer influence and pressure*
- *Updated first aid guidance – with an emphasis on reporting incidents rather than filming them*

6. Families and representations

As before in the 2019 guidance, teaching should reflect the diversity of family life – from same-sex parents to kinship carers – so that all children feel recognised and respected. This means careful consideration in the use of content (images, videos, stories) to respect and represent diverse families.

Although these changes do not require anything new for our school, the expectation for transparency is now sharper.

Choosing a PSHE/RSE scheme to follow was given very careful consideration and research. At Hatfield Peverel Infant and Nursery School, we ensured that the scheme selected and used within our school (Reception- Year 2), comprehensively covered all that is required statutorily and beyond. KAPOW have updated all aspects of their programme in light of the September 2026 statutory guidance, which will form our PSHE and RSE curriculum from that time. Teachers began to trial some content prior to this in Summer 2025.

DELIVERY OF RSE

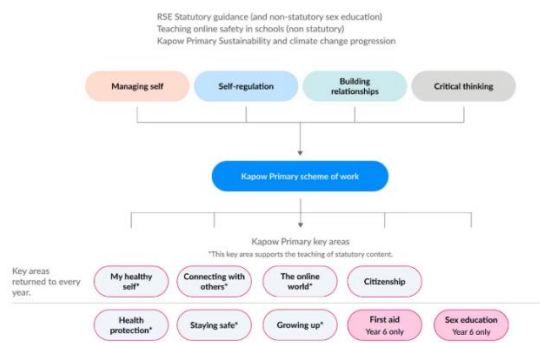
The RSE programme in school is led by the PSHE lead. Our PSHE and RSE curriculum is delivered through the KAPOW spiral curriculum, with additional, aligned learning opportunities and cross-curricular links found, where appropriate. A spiral curriculum ensures key concepts are revisited and deepened over time, ensuring learning is age-appropriate, meaningful and secure. The Kapow Primary RSE & PSHE scheme covers the full breadth of learning that pupils need to stay healthy, safe and prepared for life. This includes:

- Personal
- Social
- Health
- Economic
- Relationship.
- Citizenship

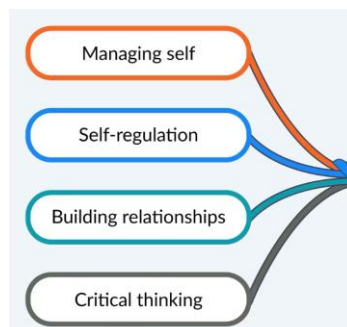
The scheme is organised into **strands** and **key areas** to ensure a broad and balanced curriculum. The strands show how pupils' personal and social skills develop over time. They are drawn from the EYFS statutory framework, with the addition of critical thinking. They run through every key area, helping 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. Together, the strands and key areas help

pupils revisit important ideas over time, building their confidence and understanding in a structured way. The strands run from Reception through to Year 2.

Key Areas



Strands



Further information regarding the PSHE and RSE KAPOW curriculum can be found in the PSHE policy and related curriculum documents.

The delivery of the curriculum is mainly delivered through planned Personal, Social, Health and Economic (PSHE) lessons and also assemblies, circle times, SMART thinking discussions, Philosophy for Children lessons (P4C) and activities related to Zones of Regulation.

RSE is taught in a safe, non-judgmental environment, where adults and pupils are confident that they will be respected. Specific ground rules are established at the beginning of RSE and PSHE lessons or units of work.

The Science Curriculum states that by the end of Key Stage One, pupils should be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.

In Key Stage 1 pupils learn:

- That animal including humans, move, feed, grow and use their senses and reproduce
- To name the main external parts of the bodies of humans correctly (this will include the terms penis, testicles, vagina, vulva), although real photographs are not used.
- That humans and animals can reproduce offspring and these grow into adults

From early on in the teaching of RSE, children are taught about relationships, consent, their bodies, respecting themselves and others and staying safe online and offline. In addition, the PSHE curriculum teaches children about mental health, emotional and physical wellbeing.

Staff are trained in the delivery of RSE under the leadership of the PSHE lead and it is included in our continuing professional development calendar through staff meetings and training from visitors outside the school, when appropriate.

INCLUSION, VULNERABLE PUPILS AND PUPILS WITH SEND

PSHE and RSE is taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers). Staff must not let their own personal beliefs or attitudes interfere with any teaching and should be aware of those children more vulnerable. Additionally, the KAPOW characters used throughout the scheme represent a diverse range of experiences and needs. Some characters are depicted with different ways of thinking, feeling, coping or responding,

without these differences being explicitly labelled. This helps pupils recognise that people experience the world in different ways, supporting inclusion and understanding.

We ensure RSE is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities, by adapting lessons accordingly or providing adult support. The KAPOW Primary RSE & PSHE scheme of work is designed to be fully adaptable for pupils with SEND. Every lesson includes an adaptive teaching section, providing clear guidance on how activities can be modified to meet the needs of all learners. Children learn in a variety of ways. As such, KAPOW Primary RSE & PSHE lessons include a range of strategies to support and challenge every pupil, including:

- Scaffolding
- Multi-sensory approaches
- Clear instructions and structured tasks
- Opportunities for collaborative and independent learning
- Use of concrete examples and real-life scenarios
- Visual supports and symbol-based resources
- Repetition
- Explicit teaching of social and emotional skills taught directly rather than assumed.

By embedding adaptive teaching throughout, the scheme ensures that all pupils, regardless of their starting points, can access and succeed in their learning. The step-by-step curriculum design also supports all pupils, particularly those with SEND, by avoiding sudden jumps in complexity at transition points and allowing for steady, manageable progression.

ROLE OF PARENTS

Parents will be informed about this policy each time that it is reviewed and it will be given a consultation period (staff, parents, carers and governors) before it is approved. The policy will be available to parents and other stakeholders through the school website. We are committed to working with parents by ensuring that they are fully aware of what is being taught and if necessary, will provide additional resources and support.

We recognise that it is vital to involve parents with their child's PSHE and RSE education. A KAPOW link to a Parent Zone will be set up in September 2026, new curriculum information will be included on the school website, appropriate links given in newsletters for families to access and teachers also share PSHE and RSE curriculum information with parents each term. Letters are sent to all parents in advance of the teaching of specific lessons where sensitive content is covered e.g., naming of external body parts and NSPC PANTS sessions. Information regarding the new RSE statutory guidance changes is due to be communicated to parents/carers in the autumn of 2026.

ROLES AND RESPONSIBILITIES

The PSHE/RSE subject lead is responsible for overseeing and organising the RSE curriculum. This includes supporting curriculum planning and development, supporting teachers and ensuring that resources used are in line with our curriculum plan and school policy.

The Governing Body will approve the RSE policy, and hold the Headteacher to account for its implementation.

The Headteacher/Deputy Headteacher is responsible for ensuring that RSE is taught consistently across the school. Both staff and parents are informed about the RSE policy, and how the policy is implemented effectively. It is also the Headteacher's responsibility to ensure that members of staff are given sufficient training and support, so that they can teach effectively and handle any difficult issues with sensitivity.

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE

- Monitoring progress
- Responding to the needs of individual pupils

The Headteacher, all class teachers and learning support assistants are responsible for teaching RSE in our school. Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher or PSHE lead (deputy head teacher).

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

Parents **do not** have the right to withdraw their children from relationships education in Key Stage One or Early Years Foundation Stage.

ASSESSMENT, RECORDING AND REPORTING

Pupils' progress in RSE is monitored by class teachers as part of our internal assessment systems, against clear objectives aligned with our PSHE curriculum. PSHE assessments are uploaded to INSIGHT termly and reported to parents annually. Teachers report whether children are working within, below or above age-related expectations. Staff are reflective in their practice and adapt the curriculum to address specific needs.

PSHE/RSE assessments may include observations from discussions, recorded work in pupil books and work within the class floor book. Staff are encouraged to use open questions whilst teaching PSHE/RSE in order to encourage more open dialogue and communication.

More information regarding assessment can be found in the *Marking Assessment and Feedback Policy*.

MONITORING ARRANGEMENTS

The delivery of RSE is monitored by the PSHE lead/Deputy Headteacher through a variety of methods. These include reviewing planning, learning observations and drop-ins, learning walks and pupil questionnaires/Pupil Voice, 'book looks' that include both pupil books and class floor books.

This policy will be reviewed by the PSHE lead annually to ensure that it continues to meet the needs of pupils, staff and parents and that it is in line with current Department for Education advice and guidance. At every review, the policy will be approved by the Headteacher and Governing Body.

KEY POLICY LINKS

The RSE Policy has clear links with other school policies including:

- PSHE Policy
- Health & Safety Policy
- Special Educational Needs Policy
- Child-on-Child Harmful Sexual Behaviour policy
- Relationship and Behaviour Policy
- Equality Policy
- Anti-Bullying Policy
- E-Safety Policy
- Marking, Feedback and Assessment Policy
- Science Policy

OTHER USEFUL DOCUMENTS

- DfE document: Relationships Education, Relationships and Sex Education (RSE) and Health Education July 2025
- PSHE Association guidance
- NSPCC Sex Education Forum's 'Twelve principles' of good quality RSE

- Keeping Children Safe in Education 2025 – Statutory guidance for schools and colleges

C Springall June 2026