



RSE Policy

Hopton Primary

School

March 2026

Statement:

At Hopton Primary School, we are committed to providing a high-quality Relationship and Sex Education (RSE) programme that equips pupils with knowledge, skills and values they need to build positive, healthy relationships and stay safe.

This policy is guided by the statutory guidance from the Department for Education under the Children and Social Work Act 2017, which made Relationship Education compulsory in all primary schools.

Children at Hopton follow the Kapow Scheme of work which links closely to the requirements from the Department for Education. Children will be taught RSE from Year 4 upwards at an age appropriate level. This support a spiral curriculum where key concepts are revisited and built upon each year.

Definitions

- **RSHE:** Relationships education, relationships and sex education and health education.
- **Health education:** Physical health and mental wellbeing.
- **Relationships education:** The physical, social, legal and emotional aspects of human relationships including friendships, family life and relationships with other children and adults.
- **Sex education:** There is no agreed definition in the new RSHE guidance. In this policy the definition of sex education is 'how a baby is conceived and born' (reproduction and birth).
- **RSE:** Relationships and sex education.
- **PSHE:** Personal, Social, Health and Economic (PSHE) education. The RSHE curriculum is embedded in the PSHE education curriculum

Aims:

The aims of Relationship and Sex Education at our school are to:

- Help pupils develop positive relationships based on respect and kindness.
- Enable pupils to understand emotions, friendships and family relationships.
- Provide pupils with the knowledge to keep themselves safe, including online.
- Support pupils in understanding body changes and puberty in an age-appropriate way.
- Promote respect for diversity and equality.
- Encourage pupils to communicate effectively and seek help when needed.

Legal and Statutory requirements:

RSE is statutory in all primary schools in England under the guidance from the UK Department for Education. They must be taught about:

- Families and people who care for them.
- Caring friendships.

- Respectful relationships.
- Online relationships
- Being safe

Parents have a right to withdraw their child from non-statutory sex education, at Hopton this is completed in Year 6. (See appendix) However, they cannot be removed from statutory relationship or health education.

The policy has due regard to the following legislation and guidance:

- Section 80A of the Education Act 2002: as part of the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broad-based curriculum which *promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, whilst also preparing pupils for the opportunities, responsibilities and experiences of later life...*
- Children and Social Work Act 2017.
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2025.
- Equality Act 2010 and the Public Sector Equality Duty 2011.
- The Equality Act 2010 and schools (DfE, 2014).
- Mental health and behaviour in school (DfE, 2018).
- Science programmes of study: Key Stages 1 and 2 (DfE, 2013).
- Science programmes of study: Key Stage 3 (DfE, 2013).
- Keeping children safe in education – for schools and colleges (DfE, 2020).
- Promoting fundamental British values through SMSC (DfE, 2014).

Curriculum

At Hopton Primary, RSE is delivered through the Kapow RSE and PSHE Scheme as part of the wider PSHE curriculum. This scheme ensures learning is progressive, inclusive and age-appropriate. (See appendix for progression map of learning). The curriculum is sequenced and progressively builds upon prior knowledge. The RSHE curriculum includes the acquisition of knowledge and understanding, the development of skills and respectful attitudes. The curriculum is inclusive, so it meets the needs of all pupils. The content of the RSHE curriculum may need to be adapted or changed throughout the year to meet local/national priorities and changing year group set up e.g. Y1/2, Year 3/4 mixed classes. Any parent, teacher or pupil is encouraged to offer feedback about the RSHE curriculum.

Delivery of RSE

RSE is taught through:

- Dedicated PSHE lessons- Year groups are split into different genders to give a more open/comfortable learning environment.
- Discussion based learning.

- Scenario activities
- Reflection and questioning
- Videos

Teachers ensure there is a safe and respectful learning environment. Ground rules are established at the beginning of the topic to ensure conversations remain respectful and appropriate.

Inclusion and equality

Our RSE curriculum is inclusive and accessible to all pupils. Teaching reflects on:

- different family structures
- Cultural diversity
- Respect for others
- The needs of pupils with SEND.

Teachers adapt lessons to ensure all children can access the learning.

Safeguarding

Teachers are aware that discussions around relationships and safety may raise safeguarding concerns. If a child makes a disclosure, staff will follow the Safeguarding policy and report any concerns to the Designated Safeguarding Lead (Ben Smith).

Pupils need basic knowledge about the privacy of their bodies and genitalia, to support safeguarding. We have adopted a school-wide policy on the consistent use of correct terms for genitalia as part of safeguarding practice. This is not sex education.

In a positive classroom environment where children's natural curiosity is encouraged, teachers will answer questions sensitively, honestly, and in a manner appropriate to a child's age and context. Teachers will respect the right of parents to withdraw their child from sex education lessons. However, children may not see the boundaries between subjects (e.g. science, relationships, and sex education) and this may lead to them raising questions in class that relate to both statutory and non-statutory content. If children who have been withdrawn from Sex Education classes ask specific questions regarding Sex Education then we will refer the child back to their parents. We will also inform the parents that their child was asking questions but we didn't answer them due to them being withdrawn from that element of the curriculum.

Roles and responsibilities

a. The Hopton School Governors

- Ensure the school meets its statutory requirements in relation to relationships and sex education.
- Approve the RSHE policy.

- Hold the Headteacher to account for the implementation of the policy (checking the RSHE curriculum is well-led and effectively managed).

b. The Headteacher- Ben Smith

- The development and implementation of the RSHE policy.
- Agree the curriculum delivery model (where it will be taught, the time allocation and staffing).
- Ensure RSHE is resourced, staffed, and timetabled to enable the school to meet its legal obligations and offer high-quality provision to all pupils.
- Enable staff to be suitably trained to teach relationships and sex education.
- Encourage parents to engage with the formation of the policy and know about the final policy.
- Support requests from parents to excuse their child from sex education (including organising alternative education for any pupils withdrawn).
- Report to the Governing Board on the implementation and effectiveness of the policy.
- Review the policy (on an annual basis).

c. Lead teacher for RSHE- Sophie Mawson

- Lead development and implementation of the RSHE policy.
- Develop the school's RSHE curriculum and delivery model.
- Ensure continuity and progression between each year groups.
- Work with other teachers to ensure the RSHE curriculum complements, but does not duplicate, any content in other subjects.
- Organise, provide and monitor CPD to enable teachers to develop their expertise so they feel confident and competent to teach RSHE.
- Provide teachers with resources to support RSHE delivery.
- Monitor and evaluate the effectiveness of RSHE and support teaching staff if required.
- Report to the Headteacher/Governing Board regarding compliance with the statutory requirements and effectiveness of the RSHE curriculum.

d. SENCO- Katrina Bates

- Advise teachers on how best to identify and support pupils' need (including the use of teaching assistants/support staff).

e. PSHE lead – Sophie Mawson

- Support the development and implementation of the RSHE policy.
- Support the RSHE lead with curriculum delivery (where it will be taught, the time allocation and staffing).
- Support the RSHE lead to ensure it is resourced, staffed, and timetabled to enable the school to meet its legal obligations and offer high-quality provision to all pupils.

f. All teachers of RSHE

- Know and act in accordance with the RSHE policy.
- Reflect the law (including the Equality Act 2010) as it applies to sex and relationships.
- Consider how their personal views and/or beliefs might impact on their teaching of RSHE.
- Monitor pupil progress in line with school policy.

- Work with the SENCO to identify and respond to the needs of pupils with SEND.
- Report any concerns about RSHE teaching to the lead teacher and/or senior leader.
- Report any safeguarding concerns or pupil disclosures to the DSL – Ben Smith (in line with school safeguarding policy).
- Respond professionally and appropriately to any parent who has withdrawn their child from sex education.
- Share any concerns they may have about teaching RSHE with Ben Smith. Staff do not have the right to opt out of teaching RSHE.

Parents/carers

The role of parents/carers in the development of children’s understanding about relationships is vital. Parents are the first teachers of their children.

Parents/carers will be:

- Consulted about the content, organisation, and delivery of the sex education programme.
- Given the opportunity to share their views on the lesson(s).
- Informed in advance of the content of sex education lessons and be able to view the main resources used.
- Encouraged to complement the teaching at home by sharing the learning and talking about family values and beliefs.
- Given clear guidance on how to request the withdrawal of their child from sex education.
- **Will be given a consultation form whereby parents could respond to and ask questions about RSHE. As part of the consultation parents will be invited to view the materials we use in school. Parents were also invited to view a draft copy of this policy and then feedback to school. In addition to their involvement in developing the RSHE policy, parents/carers are provided with frequent opportunities to understand, ask questions, or express any concerns about RSHE.**

Policy review

- The governing board is responsible for approving this policy.
- The policy will be reviewed on an annual basis by the RSHE subject lead and the Headteacher. Changes will be communicated to all staff and parents and will be approved by the Governing Board.

- The review should consider any changes to statutory guidance; feedback from pupils, parents or staff; and the school context.
- Review will be every 12 months to be in line with evolving guidance.