



Hummersea Primary School

**Relationships and Sex Education  
(RSE) / Personal, Social, Health  
Education (PSHE) Policy**

September 2026

## **1. What is Relationship and Sex Education?**

Relationship and Sex Education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care for family life. It should help teach our children to develop and form positive values, attitudes and social skills and increase their knowledge and understanding of how to make informed decisions and life choices.

At Hummersea Primary School, we teach Relationships Education and Health Education through our timetabled RSE/PSHE programme. The national curriculum for Science also includes subject content in related areas such as the human body and reproduction in plants.

We have based our school's Relationships and Sex Education Policy (referred to as RSE throughout this policy document) on the new statutory DfE guidance document *Relationships Education, Relationships and Sex Education (SRE) and Health Education 2025 and updated guidance coming into effect in September 2026*. In this document, it states, *the focus on primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family friendships and relationships with other children and staff*.

## **2. What is Personal, Social and Health Education?**

PSHE aims to provide children with the knowledge and skills to keep themselves happy, healthy and safe, as well as to prepare them for life and work. PSHE aims to give children the knowledge, skills and understanding they need to lead confident, healthy and independent lives.

Navigating our complex world can be challenging, and parents and teachers play an essential role in preparing children for the future.

## **3. Aims**

The aim is for children to develop their knowledge, deepen their understanding and acquire skills to successfully navigate their way in the ever changing world around them. The objectives are progressively sequenced throughout each year group to reflect a child's journey as they grow through school and have an increased awareness of the world and others around them.

Children will develop their personal and social competencies through self-regulation, managing self, building relationships and critical thinking. They learn how they can look after their emotions and bodies and how to build happy, respectful relationships with family, friends and others. They explore how to navigate the online world safely and how they can help make a difference in the local community. They discuss strategies to overcome any issues they may endure, look at how to stay safe by making sensible choices and look at how to seek help if they feel unsafe.

### **3. Context**

We teach sex education in the context of the school's values. While sex education in our school means that we give children information about sexual behaviour, we do this with an awareness of the moral code and values, which underpin all our work in school. In particular, we teach sex education in the belief that:

- sex education should be taught in the context of love, respect and care, marriage, family commitment and family life, (family is a broad concept and includes a variety of types of family structure and acceptance of different approaches);
- sex education is part of a wider social, personal, spiritual and moral education process.
- 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 sexual activity.
- it is important to build positive relationships with others, involving trust and respect;
- children need to learn the importance of self-control.
- it is an integral part of the lifelong learning process, beginning in early childhood and continuing into adult life.

### **4. Organisation**

The RSE/PSHE Curriculum follows the Kapow Primary scheme of work and is mapped out through the following key themes:

1. My healthy self
2. Connecting with others
3. The online world
4. Citizenship
5. Staying safe
6. Health protection
7. Growing up

Each theme is explored over the course of a half term with assemblies and events interweaved throughout the year to revisit concepts and develop children's understanding further.

#### **Weekly lessons & Curriculum Links**

We teach sex and relationship education through different aspects of the curriculum. While we carry out the main sex and relationships education teaching in our personal, social and health education (PSHE) curriculum, we also teach some RSE through other subject areas (for example, Science, Computing and PE), where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing.

Example of a link to the Science Curriculum: In the new Primary National Science Curriculum Programme of Study on Living things and their habitats and Animals, including humans, a statutory requirement states that Y5 children “Should be taught to describe the changes as humans develop to old age. They should describe the life process of reproduction in some plants and animals.” Guidance suggests “Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants. Pupils should draw a timeline to indicate stages in the growth and development of humans. Pupils learn about the changes experienced in puberty whilst our teaching of human sexual relationships will predominantly be through RSE work through the school nursing team or supplemented resources where appropriate.

In Foundation Stage, children learn to feel safe and secure, and form friendships with other children.

In Key Stage 1, children learn to appreciate the similarities and differences and how to show respect for each other. As part of the Science Curriculum, children identify, draw, name and label the basic parts of the human body. They notice that animals, including humans, have offspring which grow into adults.

In Key Stage 2, children understand and accept the similarities and differences between male and female and show respect for each other. We teach about the main stages of the human life cycle in greater depth, describing the changes as humans develop to old age. In Year 4, 5 and 6 we place a particular emphasis on growing and changing. As many children experience puberty at this age, we teach naming the parts of the body and how these work. We explain to them what will happen to their bodies during puberty. For example, we explain to the boys that their voices will change during puberty and we explain to the girls about menstruation. We encourage the children to ask for help if they need it.

We liaise with our School Nurse regarding new teaching materials to use with our children in these lessons. Teachers do their best to answer all questions with sensitivity and care.

By the end of Key Stage 2, we ensure that both boys and girls know how their bodies change during puberty, what menstruation is, and how it affects women. We always teach this with due regard for the emotional development of the children.

## **5. The Role of Parents**

We understand that the primary role in children’s RSE lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation.

In promoting this objective, we will:

- inform parents about the school’s RSE policy and practice;
- answer any questions that parents may have about the sex education of their child;
- share how parents can access resources upon request
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex education in the school;

- encourage parents to be involved in reviewing the school policy and making modifications to it as necessary;
- inform parents about the best practice known with regard to sex education, so that the teaching in school supports the key messages that parents and carers give to children at home.

We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the Headteacher, and make it clear which aspects of the programme they do not wish their child to participate in. The school always complies with the wishes of parents in this regard and will provide alternative activities for their child.

## **6. The Role of other members of the community**

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Local Health Authority, such as the school nurse and NSPCC, who give us valuable support with our sex education programme.

## **7. The Role of the Pupils**

In your Sex and Relationships Education you can expect that:

- you will be taught about RSE throughout school, appropriate to your age and development
- you will identify the physical development of your body as you grow into an adult
- show respect for your own body
- understand it is important to build positive, trusting relationships with others
- show respect for the views of other people
- know who to speak to if you have any questions, concerns or worries

If you are ever in fear for your physical safety, staff will take immediate action to keep you safe with the help of their colleagues at school, parents/carers and outside agencies.

## **8. The Role of the Staff**

Our staff are expected to:

- promote an environment that is constructive and safe for all pupils through their own practice and actions.
- inform parents/carers when certain aspects of the curriculum for RSE is to be carried out.
- answer any questions that parents may have about the sex education of their child, referring them to the Headteacher if further clarification is required.

- work in co-operation with our school nurses, colleagues, pupils, parents/carers, staff from other organisations in the local community and our Chair of Governors.
- inform SLT if they feel additional training/ support is required.
- continue to take a whole school approach.

All staff can expect to be appropriately trained and supported in delivering RSE lessons.

## **9. The Role of the Headteacher**

It is the responsibility of the Headteacher to ensure that both staff and parents are informed about our RSE policy, and that the policy 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 and RSE/PSHE leader coordinate with external agencies regarding the school sex education programme, and ensure that all adults who work with children on these issues are aware of the school policy.

## **10. The Role of our Governors**

Our governors are expected to:

- be involved in monitoring and evaluation of our RSE policy and practices
- report findings and make recommendations to the full governing body, as necessary, if the policy needs modification
- give serious consideration to any comments from parents about the sex education programme, and make a record of all such comments

Governors will be kept up to date on the progress of our RSE activities and receive annual information in the Headteacher's Report.

## **11. Confidentiality**

Teachers conduct RSE lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances, the teacher will talk to the child as a matter of urgency. If the teacher has concerns, they will draw their concerns to the attention of the Headteacher. The Headteacher will then deal with the matter in the manner prescribed by local agreed Safeguarding Board Policies.

## **12. Monitoring and Review**

The Children Family & Community Committee monitors our RSE policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as effectiveness necessary, if the policy needs modification. It gives serious consideration to any comments from parents about the sex education programme,

and makes a record of all such comments. This policy will also be reviewed as and when guidelines change.

### **13. Further Information**

This policy should be read in conjunction to other policies within school:

- Child on Child abuse
- Child protection
- Antibullying
- Online safety
- Equality

More information on PSHE/RSE can be found at:

<https://pshe-association.org.uk/>

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>