



Eastnor Primary School

RSE Policy

"Inspire and Achieve"



Let love guide your actions, thoughts and words.

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Date	Review
September 2026	Updated and Approved LAB
September 2027	Date for review

1. Purpose and statutory context

This policy sets out how Eastnor School provides Relationships Education, Health Education and, where the school chooses to provide it, age-appropriate sex education. It applies to pupils in the primary phase and should be read alongside the school's safeguarding and child protection, behaviour, anti-bullying, online safety, equality, SEND and curriculum policies.

The policy has been prepared with regard to the Department for Education's revised statutory guidance, Relationships Education, Relationships and Sex Education (RSE) and Health Education, which came into effect on 1 September 2026, and Keeping Children Safe in Education 2026.

Relationships Education is compulsory for pupils receiving primary education. Health Education is compulsory in state-funded schools, subject to the relevant statutory framework. Primary schools may also teach sex education beyond the content contained in the National Curriculum for science.

2. Aims

Eastnor School's RSE/RSHE provision aims to help pupils develop the knowledge, understanding, attitudes and practical skills needed to grow up healthy, safe, respectful and prepared for life. We aim to:

- teach pupils how to build and maintain caring, respectful and healthy relationships;
- help pupils understand families and the important role of stable, caring relationships;
- teach respect for themselves and others, including people whose families or circumstances differ from their own;
- develop pupils' understanding of personal boundaries, privacy, consent and appropriate and inappropriate contact;
- teach pupils how to recognise unsafe situations, seek help and report concerns;
- support pupils to understand online relationships, online risks and how behaviour online can affect themselves and others;
- provide accurate, developmentally appropriate information about growing, changing, puberty and health;
- prepare pupils for the physical and emotional changes of adolescence; and
- create a safe learning environment in which pupils can ask questions and know where to seek trusted support.

3. Our approach

Teaching will be developmentally appropriate, evidence-informed, inclusive and sensitive to pupils' needs and backgrounds. Content will be introduced in a carefully sequenced way so that knowledge and vocabulary build over time.

Teachers will establish clear ground rules. Pupils will be encouraged to discuss issues respectfully but will not be expected to disclose personal experiences in a whole-class setting. Staff will not promise confidentiality where a safeguarding concern is raised.

4. Curriculum content

4.1 Relationships Education

Eastnor School will ensure that pupils are taught the statutory Relationships Education content. This includes learning about:

- families and people who care for them;
- caring friendships;
- respectful relationships;
- online relationships; and
- being safe.

Teaching will include age-appropriate learning about kindness, honesty, permission-seeking and giving, personal space, privacy, boundaries, bullying, discrimination, harmful behaviour, safe and unsafe secrets, appropriate and inappropriate contact, and how to ask a trusted adult for help.

4.2 Health Education

Health Education will support pupils' physical and mental wellbeing. Our curriculum includes mental wellbeing, internet safety and harms, physical health and fitness, healthy eating, drugs/alcohol/tobacco awareness, health and prevention, basic first aid, and the changing adolescent body.

Puberty will be taught in a timely and developmentally appropriate way so that pupils are prepared for changes before they are likely to experience them.

4.3 Sex education in the primary phase

The National Curriculum for science includes statutory content relating to reproduction and life cycles. Eastnor School provides sex education beyond the science curriculum where this is considered appropriate to prepare pupils for later life and support safeguarding and wellbeing.

Any additional primary sex education will be clearly identified in curriculum information shared with parents and carers. It will be factual, age-appropriate and taught within the wider context of healthy relationships, safety and wellbeing.

5. Curriculum progression: EYFS to Year 6

Eastnor School use Kapow which includes Statutory changes required for September 2026

Long Term and Medium Term plans used in conjunction with this policy.

Year group	Indicative focus
EYFS	Self-regulation: My feelings. Building relationships: Special relationships. My family and friends. Managing self: Taking on challenges. My wellbeing. Statutory RSE Curriculum linked to Science.
Year 1 and 2	Healthy self, Connecting with others, The online world, Staying safe, Citizenship, Sex education, Body parts, lifecycles, Balanced diet and exercise, Sleep, Managing basic needs, Changes in the body.
Year 3 and 4	Healthy self, Connecting with others, The online world, Staying safe, Citizenship, Sex education, Body parts, lifecycles, Balanced diet and exercise, Sleep, Managing basic needs, Changes in the body.
Year 5 and 6	Healthy self, Connecting with others, The online world, Staying safe, Citizenship, Sex education, Body parts, lifecycles, Balanced diet and exercise, Sleep, Managing basic needs, Changes in the body.

6. Safeguarding and disclosures

RSE is an important part of Eastnor's safeguarding curriculum. Teaching should help pupils recognise abuse, exploitation, harassment, coercion, inappropriate behaviour and unsafe online contact in an age-appropriate way, and know how to seek help.

If a pupil makes a disclosure or a member of staff becomes concerned about a pupil's welfare during an RSE lesson, the member of staff must follow the school's safeguarding and child protection procedures immediately and report the concern to the Designated Safeguarding Lead (DSL) or a deputy. Staff must follow Keeping Children Safe in Education 2026 and local safeguarding procedures.

Staff must never investigate a disclosure themselves or promise to keep information secret.

7. Online safety

RSE/RSHE teaching complements the school's online safety curriculum. Pupils will learn, at an appropriate stage, about privacy, sharing information and images, respectful online communication, harmful content, manipulation, pressure, misinformation, reporting concerns and seeking help.

Teaching about online risks will be proportionate and designed to build protective knowledge without unnecessarily exposing pupils to inappropriate material.

8. Equality, diversity and inclusion

Eastnor will comply with its duties under the Equality Act 2010. Teaching will promote respect and will not unlawfully discriminate against pupils or families. Pupils will learn that families can be different and that everyone should be treated with dignity and respect.

Eastnor will take account of pupils' age, development, faith, cultural background and individual needs while ensuring that statutory curriculum requirements are met. Teaching will be impartial and will not promote partisan political views.

9. Special educational needs and disabilities (SEND)

RSE will be accessible to all pupils. Teachers will adapt teaching, vocabulary, resources, pace and methods where necessary for pupils with SEND, while maintaining ambitious expectations and ensuring that safeguarding messages are understood.

Some pupils may be particularly vulnerable to abuse, exploitation, misunderstanding of social cues or online harm. Where appropriate, pupils may receive additional or personalised teaching in consultation with the SENDCo, DSL and parents/carers.

10. Questions from pupils

Pupils will be encouraged to ask questions in a safe and respectful way. Teachers will answer questions honestly and in a manner appropriate to the pupil's age and development. Anonymous question boxes are used where helpful.

A teacher may decide that a question is not appropriate for whole-class discussion. In such cases, the teacher may respond individually, consult the RSE/PSHE lead or DSL, or advise that the matter is best discussed with a parent/carer. Safeguarding concerns will always be dealt with under safeguarding procedures.

11. Parents and carers

Eastnor recognises parents and carers as important partners in Relationships Education and RSE. Eastnor will make this policy available to parents and will provide information about curriculum content and resources. Parents will be consulted when Eastnor develops or reviews its policy in accordance with statutory expectations.

Eastnor encourages parents to discuss relationships, growing up, safety and wellbeing with their children and will provide information to support these conversations where appropriate.

12. Right to withdraw

Parents do not have a right to withdraw their child from statutory Relationships Education or from statutory Health Education. They also cannot withdraw a child from statutory science curriculum content.

Where the school provides sex education in the primary phase that goes beyond the National Curriculum for science, a parent may request that their child is withdrawn from that additional sex education.

Requests should be made to the Headteacher. The Headteacher will normally discuss the request with the parent so that the nature and purpose of the curriculum are understood and the practical arrangements can be agreed. The school will document the request and outcome. A pupil who is withdrawn will be provided with appropriate alternative education.

13. Roles and responsibilities

13.1 Governing body

- ensure the school meets its statutory duties;
- approve and keep this policy under review;
- ensure the curriculum is appropriate, inclusive and adequately resourced; and
- hold leaders to account for the quality and effectiveness of provision.

13.2 Headteacher

- ensure the policy is implemented consistently;
- ensure staff receive appropriate support and training;
- oversee parental withdrawal requests from additional primary sex education; and
- ensure safeguarding procedures are followed.

13.3 RSE/PSHE lead

- lead curriculum planning and progression;
- support staff with subject knowledge and sensitive issues;

- monitor teaching, learning and resources;
- coordinate communication with parents/carers; and
- keep provision under review in light of statutory guidance.

13.4 Teaching staff

- deliver agreed curriculum content sensitively and accurately;
- use appropriate vocabulary and resources;
- apply classroom ground rules;
- make reasonable adaptations for pupils' needs; and
- report safeguarding concerns immediately.

14. External visitors and resources

External organisations or visitors may support teaching where they add value, but the school remains responsible for the curriculum and safeguarding of pupils. Appropriate checks will be made before a visitor works with pupils. Staff will remain responsible for ensuring that content is suitable, accurate, impartial, developmentally appropriate and consistent with this policy.

Resources will be reviewed before use. Materials will be selected for educational purpose, suitability, accuracy, accessibility and safeguarding. Parents may be given opportunities to view key resources, particularly those used for puberty or additional sex education.

15. Staff training and support

Staff involved in delivering RSE/RSHE will receive appropriate training and support. Training will include curriculum expectations, handling sensitive questions, safeguarding, inclusion, SEND, online safety and the use of agreed terminology and resources.

16. Monitoring and assessment

The RSE/PSHE lead will monitor provision through methods such as planning scrutiny, pupil voice, learning walks, staff discussion and review of resources. Assessment will focus on pupils' knowledge, understanding and ability to apply learning rather than on personal beliefs or experiences.

The governing body and senior leaders will review the effectiveness of the policy and curriculum and respond to changes in statutory guidance.

17. Confidentiality and record keeping

RSE lessons are not confidential spaces. Pupils will be reminded that staff may need to share information if they are worried about a pupil's safety. Safeguarding records will be made and

stored in accordance with the school's safeguarding procedures and data protection requirements.

18. Complaints

Concerns about RSE provision should normally be raised with the class teacher, RSE/PSHE lead or Headteacher in the first instance. Formal complaints will be managed under the school's complaints procedure.

19. Policy review

This policy will be reviewed regularly and whenever there is a significant change to statutory guidance, legislation, the school curriculum or local safeguarding arrangements. Parents/carers and other relevant stakeholders will be consulted as required.