



Great Hockham Primary School and Nursery

Relationships and Sex Education (RSE) Policy

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Trust:	Sapientia Education Trust

Introduction and School Context

Great Hockham Primary School and Nursery is a small, rural, mixed-age primary school with an on-site nursery. We serve a close-knit community and work in partnership with parents, carers and the wider community to support pupils' personal, social, emotional and academic development.

This Relationships and Sex Education (RSE) Policy sets out how the school meets its statutory duties for Relationships Education and Health Education, and its approach to Sex Education (where applicable), in line with the **Department for Education statutory guidance effective from September 2026**.

The policy reflects the school's ethos, safeguarding responsibilities and commitment to inclusion, equality and pupil wellbeing.

Statutory Context and Guidance

This policy is informed by, and complies with, the following legislation and statutory guidance (as amended and current at the time of review):

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Children and Social Work Act (2017)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education – Statutory Guidance (DfE, updated for September 2026)
- Keeping Children Safe in Education (most recent edition)
- Working Together to Safeguard Children (most recent edition)

This policy has been developed in consultation with:

- PSHE / RSE Lead (Wellbeing Lead)
- Headteacher
- Local Governing Body
- Parents and carers (through feedback and consultation)

The policy is available on the school website. A paper copy is available from the school office upon request.

Definition of Relationships and Sex Education

Relationships Education is learning about:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Sex Education (where taught) builds on the statutory science curriculum and includes learning about human reproduction in an age-appropriate, factual and sensitive way.

RSE supports pupils to develop the knowledge, skills and attributes they need to:

- Form healthy, respectful relationships
- Keep themselves safe, both offline and online
- Understand their bodies and emotions
- Seek help and support when needed

Some aspects of RSE are taught through the science curriculum, while others are delivered through PSHE education.

Aims of RSE at Great Hockham Primary School and Nursery

The aims of RSE are to help pupils to:

- Develop positive values, including respect, kindness, honesty and responsibility
- Understand the importance of stable, caring and loving relationships
- Recognise and manage emotions and develop resilience
- Respect difference and diversity in families, relationships and identities
- Understand how to stay safe and seek help
- Develop age-appropriate understanding of physical and emotional changes

RSE contributes to pupils' spiritual, moral, social and cultural (SMSC) development and prepares them for the next stage of education and for life in modern Britain.

Morals, Values, Equality and Safeguarding

The RSE curriculum at Great Hockham Primary School and Nursery:

- Promotes respect for self and others
- Values family life within stable, loving and committed relationships
- Recognises that families can take many forms, including single-parent families, blended families, foster families, adoptive families and same-sex parent families
- Promotes understanding and respect for diversity relating to religion, culture, disability, gender and sexual orientation
- Actively challenges stereotypes, prejudice and discrimination
- Supports gender equality and respectful relationships

Teaching is underpinned by the Equality Act (2010) and the school's safeguarding and child protection policies.

Curriculum Organisation and Delivery

RSE is not taught in isolation but is embedded within the school's **Wellbeing Curriculum**, which brings together **PSHE, Relationships Education, RSE and Health Education** in a coherent and progressive way. This reflects Sapientia Education Trust expectations for a joined-up approach to personal development, safeguarding and pupil wellbeing.

At Great Hockham Primary School and Nursery:

- The school currently follows a **bespoke, school-designed Wellbeing curriculum**, which is aligned with the **PSHE Association's Question-Based Curriculum model** and meets statutory requirements for Relationships Education and Health Education
- This curriculum has been carefully sequenced to meet the needs of our mixed-age classes and rural context, ensuring age- and stage-appropriate learning
- The school will be **trailing the Pol-Ed programme** as part of its Wellbeing and RSE provision during the coming term, in order to evaluate its suitability, impact and alignment with statutory guidance and Trust expectations
- Any use of Pol-Ed materials will be mapped against statutory requirements and the school's existing curriculum intent, and will be reviewed by the PSHE/RSE Lead and senior leaders

RSE teaching is delivered through a planned, progressive programme which:

- Is primarily taught by class teachers
- Is adapted to meet the needs of mixed-age classes and individual pupils
- Is usually taught in mixed-gender groups, with flexibility to use single-gender groups where appropriate
- Establishes clear ground rules to ensure a safe, respectful learning environment
- Uses correct, age-appropriate medical vocabulary
- Employs a range of teaching strategies, including discussion, stories, role play and scenario-based learning
- Allows pupils to ask anonymous questions via a class question box

External professionals (for example, the school nursing team) may support delivery where appropriate. All external input is planned and agreed in advance, and content is quality assured by the school in line with Sapientia Education Trust expectations.

Parents are informed in advance when specific RSE content is taught and are offered opportunities to view resources and discuss content.

Inclusion and SEND

RSE at Great Hockham Primary School and Nursery is inclusive and accessible to all pupils.

Teaching:

- Is adapted to meet the needs of pupils with SEND
- Uses inclusive language and resources
- Reflects the diversity of the school and wider society

All pupils are supported to feel valued, respected and safe. Discriminatory language or behaviour, including homophobic, biphobic or transphobic bullying, is not tolerated and is addressed in line with the school's behaviour and anti-bullying policies.

Safeguarding, Confidentiality and Child Protection

RSE is a key part of the school's safeguarding provision.

- Staff do not promise absolute confidentiality

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- If a pupil discloses information that raises a safeguarding concern, staff follow the school's safeguarding procedures
- Concerns are reported to the Designated Safeguarding Lead
- Pupils are informed sensitively if confidentiality must be shared and are supported throughout the process

All staff receive safeguarding training and understand their responsibilities.

Working with Parents and Carers

The school recognises parents and carers as key partners in RSE.

We:

- Share information about the RSE curriculum through meetings, letters and the website
- Offer opportunities for discussion and questions
- Encourage open and respectful communication

Right to Withdraw

Parents have the right to request withdrawal of their child from **non-statutory sex education**.

- There is no right to withdraw from Relationships Education or Health Education
- There is no right to withdraw from statutory science content

Parents wishing to withdraw their child are invited to meet with the class teacher and/or RSE Lead to discuss concerns and implications. Pupils who are withdrawn will be provided with appropriate alternative work.

Pupil Voice

Pupil views are valued and inform the development and review of RSE provision.

- Teachers gather ongoing feedback through discussion and reflection
- The RSE Lead conducts pupil voice activities at least annually
- Feedback is used to adapt and improve provision

Assessment, Monitoring and Evaluation

Pupils' learning in RSE is assessed using age-appropriate, formative approaches, including:

- Discussion and questioning
- Written or creative tasks
- Reflection activities

Teachers use assessment to inform planning and ensure progression.

The RSE Lead monitors provision through:

- Curriculum review
- Lesson observations and planning scrutiny
- Pupil and parent feedback

Governors receive updates and are responsible for policy oversight.

Staff Training and Support

Staff receive regular training on:

- RSE statutory requirements
- Safeguarding and child protection
- Inclusion and equality

Training is delivered through staff meetings, INSET and external opportunities.

Appendix A: Ground Rules for RSE

- We listen to each other and show respect
- We do not laugh at or judge others' questions or experiences
- We use correct and respectful language
- We understand that some information may need to be shared to keep people safe
- We ask questions if we are unsure or worried