

Relationships and Sex Education Policy

A place where everyone belongs

Our vision: Templars - a place where everyone belongs; where everyone is proud to belong; and where everyone is welcomed, feels safe and strives to achieve their full potential.

Our mission: Every child. Every day. Every chance.

Our values: Care, Respect and Honesty.

DOCUMENT CONTROL

Document status	Statutory / Governing Body policy
Policy owner	Headteacher
Operational lead	RSE Lead - Vicky Fennell
Approved by	Governing Body
Approval date	Pending - September 2026
Governing Body minute reference	To be added following approval
Effective from	1 September 2026
Review cycle	Annually
Next review due	September 2027
Earlier review triggers	Changes to legislation, statutory guidance, local arrangements, identified risk or school circumstances
Version	1.1 - revised for September 2026 statutory guidance
Availability	School website / school office / staff SharePoint

Safeguarding and equality are considered throughout the implementation of this document.

1 Introduction

This policy sets out how Templars Primary School provides Relationships Education, Health Education and age-appropriate sex education. It explains what is taught, how it is taught, how parents are involved, and the limited right to withdraw from non-statutory sex education. The



policy supports the school's commitment to safeguarding, equality and preparing pupils for the opportunities, responsibilities and experiences of later life.

This policy reflects the Department for Education's revised Relationships Education, Relationships and Sex Education and Health Education statutory guidance, published in July 2025 and effective from 1 September 2026. It should be read alongside Keeping Children Safe in Education 2026, the Equality Act 2010, the national curriculum and the school's Child Protection and Safeguarding, Behaviour, Online Safety, SEND and Equality policies.

2 Aims

- Build and sustain healthy, kind and respectful relationships, online and offline.
- Understand personal boundaries, privacy, consent and that each person's body belongs to them.
- Recognise unsafe or abusive behaviour, understand that abuse is never the victim's fault, and know how to report concerns and keep seeking help until heard.
- Develop self-respect, emotional awareness, resilience and positive attitudes to physical and mental health.
- Prepare safely for growth, puberty and menstruation using accurate, age-appropriate information and correct anatomical vocabulary.
- Respect different families, backgrounds, beliefs and protected characteristics, and challenge prejudice and harmful stereotypes.
- Receive the knowledge and skills needed to make informed, safe and ethical decisions.

3 Statutory requirements

Relationships Education and Health Education are compulsory for pupils receiving primary education. The school also teaches relevant content through National Curriculum Science. Parents do not have a right to withdraw their child from Relationships Education, Health Education or National Curriculum Science.

Sex education beyond the National Curriculum Science programme is not compulsory in primary schools. In line with DfE recommendations, Templars provides age-appropriate sex education in Years 5 and 6 to support pupils' preparation for secondary school. The school clearly identifies this non-statutory content for parents in advance.

The curriculum is inclusive, accessible and sensitive to pupils' ages, maturity, religious backgrounds, family circumstances and needs. Reasonable adjustments are made for pupils with SEND. Teaching is factual and consistent with safeguarding duties, the Equality Act 2010 and the requirement to maintain political impartiality.

4 Parental right to request withdrawal

Parents may request that their child is withdrawn from some or all sex education taught outside National Curriculum Science. There is no right to withdraw from Relationships Education, Health Education or science, including science content relating to puberty or reproduction.

Parents are asked to put a request in writing to the Headteacher. The school will assist any parent who needs help to record a request. Before withdrawal takes effect, the Headteacher will offer to discuss the request, explain the nature and purpose of the curriculum, show the relevant

materials, and consider any social, emotional or safeguarding implications. This discussion does not remove the parent's right to withdraw.

For a primary-aged pupil, the Headteacher will grant the request to withdraw from the identified non-statutory sex education. The request, discussion and agreed arrangements will be recorded. The pupil will receive appropriate, purposeful education during the lesson. The school will also explain that the pupil may hear an incomplete or inaccurate account of the lesson from peers.

5 Roles and responsibilities

- The Governing Body approves the policy, assures itself that the curriculum and materials comply with statutory guidance, monitors pupils' progress, and ensures that teaching is accessible to pupils with SEND.
- The Headteacher ensures statutory requirements are met, parents receive clear information, withdrawal requests are handled correctly, and appropriate staffing, training and safeguarding arrangements are in place.
- The RSE Lead, Vicky Fennell, coordinates curriculum design and sequencing, checks resources and external providers, supports staff, monitors delivery and maintains the detailed curriculum map.
- Teachers establish a safe learning environment, teach agreed content accurately and sensitively, make reasonable adjustments, and follow safeguarding procedures immediately when a concern arises.
- External visitors may enhance teaching, but the school remains responsible for all content, materials, safeguarding and delivery. A member of school staff will remain present.

6 Curriculum organisation and content

RSHE is taught through a planned, sequenced programme within PSHE and is reinforced through science, computing, physical education, design and technology, assemblies and the wider safeguarding curriculum. The RSE Lead works with subject leaders to avoid unnecessary duplication and to ensure that statutory content is covered by the end of primary school.

The detailed progression map identifies lesson objectives, timing, teaching responsibility and resources. It is reviewed annually and is available to parents. The summary below shows the main progression; teachers may revisit content in response to pupils' needs or emerging safeguarding issues.

Year group	Main content	Curriculum basis
EYFS	Feelings, kindness, friendships, families, trusted adults, privacy and simple personal boundaries.	EYFS Personal Social and Emotional Development / safeguarding curriculum
Year 1	Families and friendships; similarities and differences; correct names for body parts; private body parts; saying no; asking a trusted adult for help; basic hygiene and personal safety.	Relationships / Health / Science
Year 2	Respect, kindness, loneliness, teasing and bullying; privacy and safe contact;	Relationships / Health / Computing

Year group	Main content	Curriculum basis
	online safety; healthy routines, food, sleep, physical activity and dental health.	
Year 3	Managing emotions, change and loss; conflict and personal space; stereotypes; online contact, privacy, age restrictions and reporting; medicines and harmful substances; basic first aid and emergency calls.	Relationships / Health / Computing
Year 4	Growth and puberty; physical and emotional changes; menstruation before pupils are likely to experience it; hygiene; support networks; road, rail, water, fire and sun safety.	Health / Science / safeguarding curriculum
Year 5	Respectful relationships, boundaries and consent; media and online influence, gaming and scams; tobacco, vaping, nicotine, alcohol and drugs; health protection; introduction to human reproduction at an appropriate factual level.	Relationships / Health / Science; identified non-statutory content where applicable
Year 6	Healthy and unhealthy relationships; online pressures; conception and birth; transition to secondary school; seeking help and reporting concerns; age-appropriate prevention of sexual harassment and abusive behaviour.	Relationships / Health / Science; identified non-statutory sex education

Before teaching in Years 5 and 6, parents will be told precisely which elements are National Curriculum Science and which are non-statutory sex education. Materials and lesson outlines will be available for parents to view before teaching begins.

7 Teaching and safe practice

- Teaching is accurate, evidence-informed, age and stage appropriate, inclusive and responsive to pupils' needs without causing unreasonable alarm or normalising risky behaviour.
- Staff use agreed ground rules, distancing techniques and anonymous question boxes where appropriate. Pupils are never asked to share personal experiences in class.
- Staff teach the facts and relevant law. Where significant debate exists beyond the facts and law, staff do not present a contested view as established fact. Teaching avoids reinforcing sex-based stereotypes and does not suggest that social transition is a simple solution to distress or discomfort.
- Teaching about different families includes same-sex parents alongside other family arrangements and emphasises that stable, caring relationships and respect are central to family life.

- The RSE Lead checks resources and visitors in advance for accuracy, impartiality, accessibility and suitability. The school will not accept contractual terms that prevent parents from viewing teaching materials.
- If planned teaching needs to change in response to an emerging need or safeguarding issue, parents will be informed in advance wherever practicable and relevant materials will be available on request.

8 Questions, confidentiality and safeguarding

Teachers answer questions honestly, factually and in an age-appropriate way. A teacher may defer a question to check accuracy or safeguarding implications, answer it individually, consult the RSE Lead or DSL, suggest that the pupil discusses it with a parent or trusted adult, or signpost appropriate support. Questions about content not covered by the primary curriculum, or content from which a pupil has been withdrawn, will be handled supportively without inadvertently delivering the withdrawn lesson.

Staff cannot promise confidentiality. Any disclosure or concern about a pupil's welfare must be passed immediately to the Designated Safeguarding Lead or a deputy and managed in accordance with the Child Protection and Safeguarding Policy and Keeping Children Safe in Education. Pupils are taught how confidentiality works and where they can seek help inside and outside school.

9 Equality, inclusion and SEND

The school promotes equality and respect and does not unlawfully discriminate. Teaching reflects a range of families, cultures, beliefs and circumstances, challenges prejudice and stereotypes, and avoids stigmatising pupils because of their home circumstances or any protected characteristic.

Teaching is adapted so that pupils with SEND can access and understand the curriculum. Adjustments may include visual supports, pre-teaching vocabulary, repetition, smaller-group work, social stories and liaison with the SENCO and pastoral team. Staff recognise that some pupils with SEND may be particularly vulnerable to bullying, exploitation, abuse and harmful sexual behaviour.

10 Working with parents and pupils

The school proactively engages and consults parents when this policy is developed or reviewed. Parents are informed in advance about planned content, including non-statutory sex education, and are offered opportunities to discuss the curriculum and support conversations at home. The school also considers pupils' views when reviewing the curriculum so that teaching remains relevant, appropriately timed and responsive to need.

Parents will be shown a representative sample of planned resources and may view all RSHE curriculum materials on request. Copyright may affect how materials are shared or copied, but it will not be used as a reason to refuse access. Where necessary, materials will be viewed through a parent portal, presentation or supervised in-school arrangement.

This policy is published on the school website and is available free of charge from the school office.

11 Monitoring and evaluation

The RSE Lead monitors planning and teaching through curriculum review, learning walks, staff feedback, assessment information and pupil voice. Monitoring considers whether content is well sequenced, pupils are making progress, statutory end points are covered, safeguarding messages are understood and teaching is accessible to pupils with SEND. Impact is reported annually to the Headteacher and the Governing Body's Curriculum and Personal Development Committee.

12 Approval and review

This policy has been produced following consideration of the revised statutory guidance. When the policy is developed or reviewed, the school will proactively consult parents and will consider the views of pupils and staff. It is approved by the Governing Body. It will be reviewed annually, with the next review due in September 2027, or earlier following changes to legislation, statutory guidance, safeguarding risks, curriculum arrangements or school circumstances.

Appendix 1 Statutory primary content overview

The detailed school progression map and lesson resources sit alongside this policy. Across the primary phase, the planned curriculum covers the following statutory areas by the end of Year 6:

- Relationships Education: families and people who care for pupils; caring friendships; respectful and kind relationships; online safety and awareness; and being safe.
- Health Education: general wellbeing; wellbeing online; physical health and fitness; healthy eating; drugs, alcohol, tobacco and vaping; health protection and prevention; personal safety; basic first aid; and developing bodies.
- National Curriculum Science: relevant human lifecycle, growth, puberty and reproduction content specified in the school's science progression.
- Non-statutory sex education: age-appropriate teaching in Years 5 and 6, clearly identified to parents in advance, including the factual description of conception and birth where it falls outside National Curriculum Science.