



Relationships and Sex Education policy

Hawes Primary School (YCAT)

1. Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Promote tolerance and acceptance
- Enable them to make and maintain respectful relationships in the future
- Safeguard their physical and emotional wellbeing

2. Statutory requirements

At Hawes Primary School, we teach RSE as set out in this policy.

As a primary academy school, we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

Relationships Education and Health Education compulsory for all pupils. We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

RSE at Hawes is:

- Compliant with 2026 statutory RSHE guidance (in force 1 Sept 2026).
- Delivered under Section 80A Education Act 2002 and Section 403 Education Act 1996.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to review and comment upon the policy
4. Ratification – once amendments were made, the policy was shared with governors and ratified

A review of the current statutory guidance for RSHE was undertaken in 2025 and a draft Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance document was published in July 2025.

The new Relationships Education, Relationships and Sex Education (RSE) and Health Education will be introduced on 1st September 2026.

Differences	How does this affect primary schools in September 2026?	Previous version (to be used until July 2026)
1. Stronger Expectations on Teaching About Family Diversity (including same-sex parents)	- Primary schools are now strongly encouraged to teach about same-sex parents as part of learning about different families. - This goes further than before by making representation of LGBT families an explicit expectation rather than optional.	- Primaries had discretion over LGBT content; teaching about same sex parents was optional. - Guidance only required pupils to respect differences.
2. Major Expansion of Online Safety Content	The new guidance reflects modern online risks that even younger children encounter. - Online misogyny, harmful ideologies and incel-linked behaviours. - Awareness of deepfakes, fake profiles, scams, monetised gaming, fraud. - Critical thinking about online content, privacy, personal data, and online influence. - Greater emphasis on risks of online contact, including manipulative or predatory behaviours.	- Covered 'online friendships' and general e-safety but did not reference: ➤ Deepfakes ➤ AI-generated content ➤ Misogynistic online cultures ➤ Online manipulation, financial harms or scams ➤ Modern social-media risks for younger children
3. Expanded Mental Health & Emotional Wellbeing Curriculum	- Children must learn emotional regulation skills, coping strategies and resilience. - New requirement to teach about change, loss and bereavement, including normal and diverse emotional responses. - Explicit teaching that feeling sad or worried is normal and not necessarily a mental health condition.	- Mental health was included but not in this level of detail. - Regulation strategies, bereavement education and 'normalising emotions' were <i>not explicitly required</i>.
4. Personal Safety Curriculum Expanded	- Primary children must now be taught practical safety in: ➤ Water safety ➤ Road safety ➤ Rail safety ➤ Fire safety ➤ Travel safety This is part of the Health Education entitlement.	- Safety focused mainly on physical boundaries, consent, and abuse recognition. - Environmental/real-world safety content was <i>not clearly specified</i>.
5. Sexual Harassment & Harmful Behaviours — Taught in Primary Through Safeguarding Lens	- Although explicit sexual content remains secondary-level, the new guidance includes early safeguarding education for primaries around: ➤ Recognising early forms of harassment ➤ Knowing what is unacceptable ➤ How to report concerns	These concepts existed only in broad safeguarding statements, without examples or explicit requirements.
6. Clearer Requirements for Parental Transparency	- Schools must provide parents with access to all RSHE materials upon request. - Schools must not use external providers that restrict sharing of materials (copyright-protected videos, paid logins, etc.).	Policies encouraged transparency but did not prohibit using resources that couldn't legally be shared with parents.

7. No Age Limits (Reversal of 2023 Draft Proposal)	The idea of fixed age thresholds for sensitive content was removed. Schools again have professional judgement to determine timing and age/stage appropriateness.	- Clear age limits for the teaching of the most sensitive content (2023 guidance) - Flexible, age-appropriate judgement (2019 guidance)
8. Strengthened Expectations Around Equality & Protected Characteristics	- Pupils must learn the facts and law regarding biological sex and gender reassignment as protected characteristics. - Primary teaching remains factual and safeguarding orientated, but the guidance clarifies what must be taught legally.	Equality Act protections were referenced but less explicitly tied into curriculum content.
9. More Explicit Requirements for Pupil Voice in Curriculum Design	Schools must engage pupils in shaping RSHE and understanding their lived experiences (a key "guiding principle").	Encouraged but not defined as a curriculum development requirement.

4. Definition

RSE at Hawes Primary School is made up of two separate components; Relationships Education and Sex Education.

Relationships Education is the teaching of the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. Relationships Education is statutory and children cannot be withdrawn from these lessons.

Sex Education goes beyond the statutory science curriculum and teaches children about human reproduction, conception and how puberty affects children of primary age. Sex education is not compulsory in primary schools; however, the Department for Education recommends that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. As this aspect of RSE is non-compulsory, parents have the right to withdraw as outlined in Section 8 of this policy.

At Primary School, RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

At Hawes we use Jigsaw PSHE as our main teaching resource for covering RSE working on a two-year rolling programme. All Year 6 children cover the area of Changing Me in the summer term

We have developed the curriculum in consultation with parents, pupils and staff, considering the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Primary sex education will be taught to our Year 6 pupils and will focus on:

- Preparing pupils for the changes that adolescence brings
- How a baby is conceived and born

The following Jigsaw lessons in the Changing Me Puzzle contain non-statutory sex education content:

Year 6: Babies conception to Birth

For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Pupils also receive stand-alone sex education sessions delivered by Year 6 teachers.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

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

For more information about our RSE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

The delivery of RSHE will comply with relevant requirements of the Equality Act 2010, including the Public Sector Equality Duty (PSED) (s.149). Topics will be taught in a way which does not discriminate against pupils or amount to harassment. Pupils will be encouraged to understand the importance of equality and respect for all.

6.1 Pupils with special educational needs and disabilities (SEND)

RSHE teaching will be adapted to ensure that all areas are accessible for pupils with SEND thus preparing them for adulthood, as set out in the SEND code of practice: 0 to 25 years. Careful adaptations will be made after consulting with parents/carers.

We are aware that pupils with SEND may be more vulnerable than their peers to harmful sexual behaviour, sexual abuse, exploitation and violence, bullying and other issues. We recognise that RSHE can be particularly important for these pupils, particularly those with social, emotional and mental health needs or learning disabilities.

6.2 Responding to difficult questions

Any RSE lesson may consider questions or issues that some students will find sensitive. Before embarking on these lessons, ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When students ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions.

When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time or referred to the individual's parent/carer.

7. Roles and responsibilities

7.1 The Governing Body

The governing body will approve the RSE policy, and hold the Headteacher to account for its implementation.

7.2 The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 8).

7.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher.

RSE will be taught by teachers across all year's groups as part of the planned PSHE curriculum.

Sex Education will be taught by the Year 6 teacher.

7.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

8. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE from the Jigsaw PSHE programme.

Parents receive a letter at the end of the Spring Term outlining the Jigsaw coverage for all children in the "Relationships" and Changing Me" blocks of learning. This includes links for parents to access the content that the children will learn. At other times parents can contact the school to examine the content of the RSE learning and resources/books used.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Headteacher.

Alternative work will be given to pupils who are withdrawn from sex education.

9. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals when appropriate, to provide support and training to staff teaching RSE.

10. Monitoring arrangements

The delivery of RSE is monitored by the SLT, through:

Work scrutiny, pupil conferencing/questionnaires and planning scrutiny as part of the calendar of curriculum monitoring.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the Leadership Team annually. At every review, the policy will be approved by the governing body.

Written: September 2020

Reviewed July 2023

Reviewed July 2024

Reviewed November 2025

Next Review: September 2026

Reviewed: June 2026

Next Review Sept 2027

Appendix 1

Curriculum Content



Hawes Primary School -PSHE Curriculum Framework

Year A/Year B



		KS1	LKS2	KKS2
Year A	Autumn term	Being Me in My World (Y1) Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter Celebrating Difference (Y1) Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Being Me in My World (Y3) Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives Celebrating Difference (Y3) Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Being Me in My World (Y5) Planning the year ahead Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating Celebrating Difference (Y5) Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures
	Spring term	Dreams and Goals (Y1) Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success Healthy Me (Y1) Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Dreams and Goals (Y3) Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Contributing to the community Managing feelings Simple budgeting Healthy Me (Y3) Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe online and offline Respect for myself and others Healthy and safe choices outdoors Water safety Asking for help	Dreams and Goals (Y5) Future dreams Spending, saving and value of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation Healthy Me (Y5) Smoking, including vaping Alcohol and vaping Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour

	<i>Summer term</i>	Relationships (Y1) Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships Changing Me(Y1) Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition	Relationships (Y3) Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Media influence Being a global citizen How my choices affect others Awareness of other children's different lives Expressing appreciation for family and friends Changing Me(Y3) How babies grow Outside body changes Inside body changes Personal hygiene Family stereotypes Challenging my ideas Preparing for transition	Relationships (Y5) Self-recognition/self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and risks Reducing screen time Dangers of online grooming SMARRT internet safety rules Changing Me(Y5) Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
Year B	<i>Autumn term</i>	Being Me in My World (Y2) Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings Celebrating Difference (Y2) Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Celebrating difference and remaining friends	Being Me in My World (Y4) Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour Celebrating Difference (Y4) Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Being Me in My World (Y6) Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling Celebrating Difference (Y6) Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy
	<i>Spring term</i>	Dreams and Goals (Y2) Achieving realistic goals Staying healthy to achieve goals Perseverance and strengths	Dreams and Goals (Y4) Hopes and dreams Overcoming disappointment Creating new, realistic dreams	Dreams and Goals (Y6) Personal learning goals, in and out of school Success criteria Emotions in success

		Learning with others Group co-operation Contributing to and sharing success Healthy Me (Rec/Y2) Motivation Healthier choices Healthy eating and nutrition Safety in the house Safety out and about Medicines	Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes Healthy Me (Y4) Healthier friendships Peer influences Railway safety Staying safe with friends Smoking Alcohol and vaping Assertiveness Peer pressure Celebrating inner strength	Making a difference in the world Motivation Recognising achievements Compliments Healthy Me (Y6) Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress
	<i>Summer term</i>	Relationships (Y2) Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships Changing Me(Y2) Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition	Relationships (Y4) Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals Changing Me(Y4) Being unique Girls and puberty Being part of a family Confidence in change Accepting change Preparing for transition Environmental change	Relationships (Y6) Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use Changing Me(Y6) Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition

EYFS-Year A and Year B

<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>
Being Me in My World Reception Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities Celebrating Difference Identifying talents Being special Families Where we live Making friends Standing up for yourself	Dreams and Goals Reception Challenges Perseverance Achieving and settling goals Overcoming obstacles Seeking help Jobs Healthy Me Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Relationships Reception Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend Changing Me Reception Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations

Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	• That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	• How important friendships are in making us feel happy and secure, and how people choose and make friends. • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships. • That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it. • The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. • How to manage conflict, and that resorting to violence is never right. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	• How to pay attention to the needs and preferences of others, including in families and friendships. • The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. • How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. • Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs. • That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different • Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. • The conventions of courtesy and manners. • The importance of self-respect and how this links to their own happiness. • The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help. • What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype. • How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.
Online relationships	• That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. • How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. • That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults. • The importance of exercising caution about sharing any information about themselves online. • Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up. • That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online

TOPIC	PUPILS SHOULD KNOW
Being safe	• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	