

Bradfield CE Primary School

Relationships and Sex Education (RSE) Policy



At Bradfield we are

LEARNING TO LIVE, with respect, courage and kindness

‘Serve one another, humbly in love’ Galatians 5:13

Policy Name	Relationships and Sex Education (RSE) Policy
Brief Description:	This document provides an overview of our approach to RSE, including statutory Relationships and Health Education
Status: Statutory/non-statutory	Statutory
Published on School Website	Yes
Approval level: HT/Governors/FGB	FGB
Approved by the Governing Board on:	
Frequency to be reviewed	Annually
Latest Date for Next Review:	September 2027
Version + Schedule of Amendments:	Version 1: DRAFT
Signed:	<i>J Davies</i>
Position:	Headteacher
Date of Signature:	01.09.26

1. Purpose and statutory context

Bradfield CE Primary School is committed to providing high-quality Relationships and Sex Education (RSE) as part of a broad and balanced curriculum. The purpose of this policy is to explain what we teach, how it is taught, how parents and carers are involved, and the circumstances in which a parent may request withdrawal from non-statutory sex education.

Relationships Education is compulsory for all pupils receiving primary education. Health Education is compulsory in state-funded schools. Sex education beyond the National Curriculum for Science is not compulsory in primary schools, although the Department for Education recommends that primary schools provide an age-appropriate programme that prepares pupils for the changes of adolescence and supports their transition to secondary school.

This policy has been written with regard to the Department for Education's statutory guidance "Relationships Education, Relationships and Sex Education (RSE) and Health Education", revised for implementation from 1 September 2026, and the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019.

2. Our aims and ethos

As a Church of England school, Bradfield teaches RSE within a Christian ethos which values the dignity and worth of every person, kindness, respect, responsibility and care for others. Teaching is inclusive, age-appropriate and rooted in the school's responsibility to prepare pupils for life in modern Britain.

Through RSE and PSHE we aim to help pupils:

- develop safe, respectful and caring relationships;
- understand their own emotions, bodies, boundaries and responsibilities;
- recognise healthy and unhealthy behaviours and know how to seek help;
- develop the knowledge and vocabulary they need to keep themselves and others safe;
- understand physical and emotional changes as they grow;
- make informed, responsible choices about health, wellbeing, relationships and online life;
- respect people whose families, backgrounds, beliefs and experiences may be different from their own.

3. What we mean by Relationships Education, Health Education and Sex Education

3.1 Relationships Education

Relationships Education develops the fundamental building blocks of positive relationships. It includes teaching about families and people who care for us, caring friendships, respectful relationships, online relationships, privacy, boundaries, personal safety and how to ask for help.

3.2 Health Education

Health Education develops pupils' knowledge of physical and mental wellbeing. It includes mental wellbeing, internet safety and harms, physical health and fitness, healthy eating, health protection, basic first aid, personal hygiene, medicines and harmful substances, and the changing adolescent body, including puberty and menstruation.

3.3 Sex Education

For the purposes of this policy, sex education means teaching that goes beyond the statutory Relationships and Health Education requirements and beyond the National Curriculum for Science. At Bradfield, this is taught in Year 6 through Kapow Primary's non-statutory sex education unit, "How do people become parents and carers?"

4. Curriculum and organisation

Bradfield uses the Kapow Primary RSE & PSHE scheme as its main programme of study. We follow the current Kapow long-term sequence and adapt teaching where necessary to reflect pupils' needs, prior knowledge, safeguarding issues and the context of our school community.

4.1 EYFS

In Reception, learning is delivered through Personal, Social and Emotional Development. The Kapow sequence develops self-regulation, positive relationships, managing self, listening, friendship and wellbeing.

4.2 Key Stages 1 and 2

Across Years 1 to 6, the Kapow curriculum is organised through the following areas:

- My healthy self
- Connecting with others
- The online world
- Citizenship
- Staying safe
- Growing up
- Health protection
- Sex education (Year 6, non-statutory)

The curriculum is progressive and revisits key ideas so that pupils build increasingly secure knowledge and vocabulary. Detailed year-by-year content is set out in the school's RSE & PSHE long-term plan.

4.3 Links with Science and other subjects

RSE and Health Education complement, rather than duplicate, learning in Science, Computing, PE and Religious Education. The National Curriculum for Science includes teaching about the main external parts of the body and changes to the human body as it grows from birth to old age, including puberty.

5. Growing up, puberty and body knowledge

Kapow's "Growing up" content forms part of Bradfield's statutory Relationships and Health Education provision. It is not treated as optional sex education.

Across the primary phase, pupils learn progressively about growth and change, correct scientific names for body parts, privacy and personal boundaries. In Key Stage 2 this develops into age-appropriate teaching about the physical and emotional changes of puberty, menstruation, personal hygiene and how to seek support.

By upper Key Stage 2, pupils are also taught age-appropriately about changes that may occur during puberty, including periods, wet dreams and erections. This teaching is factual, sensitive and intended to ensure that pupils understand normal body changes, can use accurate vocabulary and know when and how to seek help.

There is no parental right to withdraw a child from statutory Relationships Education or Health Education, including this age-appropriate teaching about puberty and the changing adolescent body.

6. Year 6 non-statutory sex education

Bradfield chooses to provide a discrete programme of non-statutory sex education in Year 6, normally taught in the summer term, because we believe pupils should leave primary school with clear, factual and age-appropriate knowledge about human reproduction and parenthood.

The Kapow Year 6 unit develops pupils' understanding of:

- the correct scientific vocabulary for the male and female reproductive organs;
- how a baby is conceived, including that sexual intercourse is the usual way humans reproduce;
- how pregnancy begins and how a baby develops in the uterus;
- birth, including vaginal birth and caesarean section;
- the legal age for sexual intercourse;
- different ways people may become parents, including IVF and adoption;
- the care, responsibility, time and support involved in becoming a parent.

Teaching is factual, respectful and matched to the age and emotional maturity of the pupils. It does not promote sexual activity.

7. Right to withdraw from sex education

Parents and carers have the right to request that their child is withdrawn from some or all of the non-statutory sex education provided in Year 6. There is no right to withdraw from Relationships Education, Health Education or statutory Science.

A request for withdrawal should be made in writing to the Headteacher. Before the withdrawal takes place, the Headteacher will normally invite the parent or carer to discuss the request, clarify which content is statutory and non-statutory, explain the purpose of the programme and answer any questions. The discussion and outcome will be recorded.

In a primary school, a request to withdraw from sex education beyond the National Curriculum for Science will be granted. Where a pupil is withdrawn, the school will provide appropriate, purposeful alternative education for the duration of the relevant lesson(s).

8. Working with parents and carers

Bradfield recognises parents and carers as the first educators of their children in matters relating to relationships, health and growing up. The school will work openly with families and will make clear what is taught and when.

Parents and carers will be consulted when this policy is developed or reviewed. Before the Year 6 sex education unit is taught, parents and carers will receive information about the content and will have an opportunity to ask questions and view the teaching materials. Where possible, detailed consultation about the Year 6 sex education content will take place before pupils begin their final year of primary school.

Parents and carers may request to view RSE and PSHE resources used by the school. Kapow materials will be shared in a way that complies with the provider's licensing and copyright requirements; where appropriate, this may be through viewing materials in school or through secure access.

Kapow has a public platform "Parent Zone" for parent and carer information at <https://www.kapowprimary.com/subjects/rse-pshe/curriculum/rse-pshe-parent-information/>

This policy will be published on the school website and a copy will be provided free of charge to any person who requests one.

9. Managing questions, confidentiality and safeguarding

RSE lessons provide a safe and respectful environment in which pupils can ask questions. Staff will answer questions honestly and factually, using language that is appropriate to pupils' age and development. Where a question is not suitable for whole-class discussion, a member of staff may respond individually, seek advice from the RSE/PSHE Lead, or suggest that the pupil discusses the matter with a parent or carer.

Pupils are reminded that adults in school cannot promise to keep a safeguarding concern secret. If a pupil says something that suggests they or another child may be at risk of harm, staff will follow the school's safeguarding and child protection procedures and refer the matter to the Designated Safeguarding Lead or a deputy.

10. Equality, diversity and different families

RSE is taught in accordance with the Equality Act 2010 and the school's duties to promote equality and prevent unlawful discrimination. Teaching reflects the fact that families and relationships may take different forms and is planned so that no pupil is stigmatised because of their family circumstances, background or protected characteristics.

Teaching about different families, sexual orientation and equality is age-appropriate and integrated within the wider Relationships Education curriculum rather than delivered as a stand-alone topic. Pupils are taught to respect others, including people whose beliefs, choices or family circumstances differ from their own.

11. Special educational needs and disabilities (SEND)

Relationships Education, Health Education and sex education must be accessible to all pupils. Teachers will make reasonable adjustments and adapt language, resources, pace and teaching approaches where necessary so that pupils with SEND can access the curriculum meaningfully.

Where appropriate, the class teacher will work with the SENCo, the RSE/PSHE Lead and parents or carers to consider individual needs. Adaptation will not automatically mean removing important safeguarding or body-safety content; instead, teaching will be made as accessible and developmentally appropriate as possible.

12. Roles and responsibilities

12.1 Governing Body

The Governing Body is responsible for:

- approving and reviewing this policy;
- ensuring the statutory requirements for Relationships and Health Education are met;
- ensuring the curriculum is well led, planned, resourced and accessible to all pupils;
- ensuring parents and carers receive clear information about curriculum content and withdrawal rights.

12.2 Headteacher / RSE & PSHE Lead

The Headteacher is the school's RSE/PSHE Lead and is responsible for:

- ensuring the policy and curriculum reflect current statutory guidance;
- overseeing curriculum sequencing, staff support and the quality of teaching;
- ensuring appropriate resources are used;
- communicating with and consulting parents and carers;
- considering and recording requests for withdrawal from non-statutory sex education;
- monitoring implementation and reporting to governors as appropriate.

12.3 Class teachers

Class teachers are responsible for:

- delivering the agreed curriculum sensitively and accurately;
- using the school's agreed resources and scientific vocabulary;
- creating a respectful classroom climate in which pupils can ask questions safely;
- adapting teaching for pupils' needs and prior knowledge;
- following safeguarding procedures if concerns arise.

12.4 Staff training

Staff delivering RSE and PSHE will receive appropriate guidance, support and training to ensure that teaching is confident, consistent and in line with the agreed curriculum. The Headteacher/RSE & PSHE Lead will identify and respond to any training needs as part of ongoing curriculum monitoring.

13. Monitoring, assessment and review

The Headteacher/RSE & PSHE Lead will monitor implementation through curriculum planning, discussion with pupils and staff, review of teaching and learning, and consideration of any parent feedback or safeguarding themes relevant to the curriculum.

Assessment is used to identify what pupils know and understand, address misconceptions and inform future teaching. The emphasis is on secure knowledge, appropriate vocabulary, safe decision-making and the ability to apply learning in age-appropriate situations.

This policy will be reviewed annually, or sooner if statutory guidance or the school's curriculum changes. The next planned review is September 2027.

14. Related policies and key guidance

- Safeguarding and Child Protection Policy
- Behaviour Policy
- Anti-Bullying Policy
- Equality Policy / Equality Information and Objectives
- SEND Policy and SEND Information Report
- Online Safety Policy
- Curriculum Policy
- DfE: Relationships Education, Relationships and Sex Education (RSE) and Health Education - statutory guidance (effective 1 September 2026)
- Keeping Children Safe in Education - current statutory guidance
- Equality Act 2010
- SEND Code of Practice: 0 to 25 years
- National Curriculum for Science
- Kapow Primary RSE & PSHE scheme and long-term plan (current version)

Appendix 1: Key 'Growing up' and sex education content

This appendix provides a parent-friendly summary of the main body-change and sex-education content. It does not replace the full Kapow long-term plan or further information available in Kapow's online "Parent Zone" at

<https://www.kapowprimary.com/subjects/rse-pshe/curriculum/rse-pshe-parent-information/>.

Year group	Key content	Status	Withdrawal?
Reception	Growing independence, self-care, relationships and wellbeing.	EYFS / PSED	No
Year 2	Growth and change; privacy and personal boundaries; correct scientific names for private body parts; seeking help.	Statutory Relationships / Health	No
Year 4	Physical and emotional changes during puberty; changes happen at different times for different people.	Statutory Health Education	No
Year 5	Puberty in greater detail; periods and menstrual hygiene; personal hygiene; boundaries; trusted sources of support during puberty.	Statutory Health Education	No
Year 6	Staying safe as pupils grow: peer pressure, consent, boundaries, drug misuse and safer choices.	Statutory Relationships / Health	No
Year 6	How people become parents and carers: sexual intercourse as the usual means of human reproduction; conception; pregnancy; birth; legal age for sexual intercourse; IVF and adoption; responsibilities of parenthood.	Non-statutory Sex Education	Yes - parents may request withdrawal from some or all of this non-statutory provision