Brant Broughton Church of England & Methodist Primary School

Relationship, Sex & Health Education Policy

October 2026

Next review date: October 2027

Our inclusive church school celebrates each person and makes sure that everyone is known and valued. An ambitious and engaging curriculum strives to lay strong foundations to prepare pupils for their lives now and in the future. In the spirit of ubuntu (I am because we are) we travel together, discern possibilities and act in hope so that each person flourishes.

RSHE Policy

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1. Our Approach

At Brant Broughton Church of England and Methodist Primary School, we want every child to flourish and grow into a confident, caring and respectful member of their community.

Relationships and Sex Education (RSE), taught within our wider PSHE curriculum, supports our school vision and our four virtues:

Celebrating Everyone – recognising that every person is unique, valued and worthy of respect.

Preparing for the Future – giving children the knowledge and skills they need to keep themselves healthy, safe and prepared for life.

Travelling Together – learning how to develop positive relationships, friendships and communities in which people care for and support one another.

Acting in Hope – developing confidence, resilience and the ability to make positive choices for ourselves and others.

As a Church of England and Methodist school, our approach is rooted in Christian values of love, dignity, compassion and respect. We recognise that our pupils and families come from a range of backgrounds, cultures, beliefs and traditions. RSE will be taught sensitively and respectfully, while ensuring that every child receives their statutory entitlement to education and safeguarding.

2. Statutory Requirements

This policy has been developed with regard to the Department for Education's Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance, including the revised guidance which came into effect on 1 September 2026.

The guidance is issued under section 80A of the Education Act 2002 and section 403 of the Education Act 1996, and schools must have regard to it.

In primary schools:

- Relationships Education is statutory.
- Health Education is statutory.
- relevant aspects of the National Curriculum for Science are statutory.
- additional Sex Education beyond the statutory Science curriculum is not compulsory in primary schools.

The school also has regard to:

- the **Equality Act 2010**;
- **Keeping Children Safe in Education (KCSIE)**;
- the Early Years Foundation Stage statutory framework;
- the National Curriculum, particularly Science;
- statutory safeguarding duties;
- guidance and principles from the Church of England, Lincolnshire Diocese and the Methodist Church where appropriate.

3. Our Aims

Our RSE and PSHE curriculum aims to enable pupils to:

- develop safe, healthy and respectful relationships;
- understand different types of families and relationships;
- recognise that families may look different but can provide love, security and care;
- understand friendship, kindness, respect and appropriate boundaries;
- understand their own bodies and how they change as they grow;
- develop age-appropriate understanding of puberty;
- understand privacy, personal space and consent in an age-appropriate way;
- recognise safe and unsafe situations;
- understand how to keep themselves safe online and offline;
- know how and where to seek help;
- develop positive physical and mental health;
- respect people whose lives, families, cultures, beliefs or experiences may be different from their own; and
- develop the confidence and knowledge needed for the next stage of their education.

RSE is an important part of our safeguarding curriculum. Children need accurate, age-appropriate language and knowledge so that they can recognise concerns, communicate clearly and seek help from a trusted adult.

4. Our Curriculum

We use the Kapow Primary RSE & PSHE curriculum, which has been revised to meet the statutory RSE and Health Education guidance applying from September 2026.

Kapow provides a progressive curriculum from EYFS to Year 6 and is organised around key areas including:

- My healthy self
- Connecting with others
- The online world
- Staying safe
- Health protection
- Growing up
- Citizenship

Learning is carefully sequenced so that important knowledge and skills are revisited and developed as children mature.
As a small primary school with mixed-age classes, teachers use Kapow's mixed-age planning and adapt sequencing where necessary while ensuring full statutory coverage and clear progression. Full curriculum maps can be found on the school website.

Teachers may supplement Kapow materials with carefully selected books, scenarios, discussion activities, safeguarding resources and other age-appropriate materials where these enhance learning.

5. Sex Education

Sex Education beyond the statutory requirements of Relationships Education, Health Education and the National Curriculum for Science is not compulsory in primary schools.

The school will clearly identify any lessons or content that constitute non-statutory Sex Education.

Where the school chooses to deliver additional Sex Education, this will be age-appropriate and designed to prepare children safely and sensitively for growing up and their transition to secondary education.

Parents and carers will be informed in advance about any non-statutory Sex Education and will have an opportunity to understand the content and resources that will be used.

6. Parents' right to request withdrawal

Parents and carers do not have the right to withdraw their child from:

- statutory Relationships Education;
- statutory Health Education; or
- content taught as part of the statutory National Curriculum for Science.

Parents have the right to request withdrawal from any non-statutory Sex Education taught outside these areas.
Requests should be made to the Headteacher. The Headteacher will discuss the request with the parent or carer so that the content and purpose of the lessons are clear.

7. Working with parents, carers and our community

We recognise parents and carers as children's first educators and value a positive partnership between home and school.

Our school serves families from a range of background. We recognise and respect the importance of family, community, culture, faith and tradition within our school community.

We will not make assumptions about a child's beliefs, experiences, family life or understanding based on their background.

We will seek to build trust with all families through clear, accessible and respectful communication. Where helpful, this may include opportunities for face-to-face conversations rather than relying solely on written or online communication.

Parents and carers will be:

- informed about what their children will learn;

- able to access curriculum information;
- given appropriate notice of particularly sensitive content;
- able to discuss concerns or questions with school staff; and
- able to view the resources used to teach RSE.

The school will listen carefully to parental views and cultural or religious perspectives. However, consultation does not remove the school's responsibility to provide every pupil with their statutory curriculum entitlement and to fulfil its safeguarding and equality duties.

Our aim is to work with families, explaining why learning is being taught and how it supports children's safety, wellbeing and future development.

8. Equality and Inclusion

RSE will be accessible to all pupils.

Teaching will comply with the Equality Act 2010 and will promote respect for others. Children will learn that families and relationships can take different forms and that everyone should be treated with dignity and respect.

Teaching will be factual, age-appropriate and sensitive to the context of our school community.

Staff will challenge discrimination, prejudice and harmful stereotypes.

9. SEND and Adaptive Practice

Teachers will adapt RSE teaching so that all pupils, including those with SEND, can access and understand important learning.

Adaptations may include:

- clear and simple language;
- visual resources;
- pre-teaching vocabulary;
- repetition and revisiting;
- social stories or scenarios;
- additional adult support; and
- breaking complex concepts into smaller steps.

Adaptation will support access without unnecessarily removing important safeguarding knowledge from pupils who may be particularly vulnerable.

10. Creating a safe learning environment

RSE will be taught in a safe, respectful and supportive environment.

Teachers will establish appropriate ground rules. Pupils will be encouraged to ask questions, but they will never be expected to share personal information or experiences publicly.

Teachers will answer questions honestly and in an age-appropriate manner. Where a question is not appropriate for whole-class discussion, the teacher will explain this sensitively and decide how it should be addressed.

Correct anatomical terminology will be used where appropriate. This supports children's understanding of their bodies and their ability to communicate clearly if they are worried or need help.

11. Safeguarding

RSE forms an important part of the school's safeguarding provision.

If a pupil says something during an RSE lesson that raises a safeguarding concern, staff will follow the school's Safeguarding and Child Protection Policy and normal reporting procedures.

Staff will never promise confidentiality to a child where safeguarding concerns are raised.

The Designated Safeguarding Lead is **Miss Clarke** and the Deputy Designated Safeguarding Lead is **Mrs Botham**.

12. Roles and responsibilities

The Governing Body will ensure that the school meets its statutory responsibilities and will approve and review this policy.

The Headteacher is responsible for ensuring the policy is implemented consistently and that parents and carers are appropriately informed and consulted.

The RSE/PSHE Subject Leader will monitor curriculum coverage, progression, resources and the quality of provision.

Teachers are responsible for delivering RSE sensitively, accurately and in accordance with this policy and agreed curriculum.

13. Monitoring and Review

RSE and PSHE will be monitored through appropriate curriculum monitoring, including planning scrutiny, pupil voice, discussion with staff and review of pupils' learning.

The school will regularly review its curriculum to ensure it continues to meet statutory requirements and the needs of our pupils and community.

Parents, carers, pupils, staff and governors may contribute to the review of RSE provision.

This policy will normally be reviewed annually or sooner following significant changes to statutory guidance.

14. Further Information

The school follows the Department for Education's statutory guidance on Relationships Education, RSE and Health Education.

Parents and carers who would like to know more about the curriculum, discuss particular content or view teaching materials are encouraged to contact the school. We welcome conversations with families and will always seek to discuss questions respectfully and openly.