



**Relationships, Health and
Sex Education Policy**

Version	Date	Author	Changes
1.0	3 rd February 2026	R Martin	Created Policy
1.1	17 th March 2026	R Martin	Minor amendments following external safeguarding review

Relationships & Sex Education (RSE) Policy
Supreme Start School (Independent Specialist Primary SEND)

Policy owner: Headteacher
Approved by: Proprietor
Date approved: 04/03/2026

Review cycle: Every 3 years, or earlier if statutory guidance changes
Next review due: 01/03/2029

Annual activities: Parents/carers consultation and materials transparency each academic year

1) Policy Statement and Scope

Supreme Start School is an independent specialist primary provision for pupils with SEND. Our RSE policy sets out how we deliver statutory Relationships Education (primary) within a broad PSHE programme, and how we handle non-statutory sex education at primary stage in a manner that is developmentally appropriate, inclusive, and safeguarding led. We also align our wider PSHE/RSE provision to the updated DfE RSHE guidance now published for introduction on 1 September 2026; while this updated guidance is not compulsory until that date, we have integrated the relevant content areas now to ensure continuity and best practice for our cohort.

As an independent school, we meet the Independent School Standards (ISS), including:

- Part 1 (Quality of Education)
- Part 2 (SMSC)
- Part 3 (Welfare/Health/Safety)
- Part 6 (Provision of Information)
- Part 8 (Leadership & Management), against which inspectors evaluate provision.

2) Statutory and Regulatory Framework

This policy has regard to, and should be read alongside:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education – DfE Statutory Guidance (updated 19 Dec 2025) and the full July 2025 document for introduction 1 Sept 2026.
- Keeping Children Safe in Education (KCSIE) 2025 (in force from 1 Sept 2025).
- Education (Independent School Standards) Regulations 2014 and associated DfE guidance for proprietors.
- SEND Code of Practice (2015) and Equality Act 2010 (reasonable adjustments and inclusion).
- Ofsted Education Inspection Framework (EIF) expectations for Personal Development and safeguarding; local authority guidance notes that RSHE contributes significantly to these judgements.
- Working Together to Safeguard Children
- The Prevent Duty
- Domestic Abuse Statutory Guidance
- Guidance on Online Safety in Schools.

Notes for independent primary SEND settings:

Relationships Education is compulsory for primary aged pupils.

Health Education is not compulsory in independent schools, but PSHE is compulsory via the Independent School Standards; our PSHE curriculum incorporates the RSHE themes and updated content for coherence and safeguarding.

3) Aims

Through high quality, sequenced and SEND appropriate RSE we aim to:

- Build pupils' knowledge and skills to form safe, healthy and respectful relationships, on- and offline.
- Prepare pupils for changes in their bodies, emotions, and relationships, using correct vocabulary and accessible teaching approaches.
- Equip pupils with personal safety, risk recognition and help seeking- strategies across community contexts (roads, railways, water, public spaces).
- Teach pupils to identify and resist misogyny, sexual harassment and harm, promoting respect and equality.
- Develop digital literacy about online risks including deepfakes, harmful influencers/subcultures, scams/fraud and gaming monetisation.
- Address mental wellbeing, including grief, loss and loneliness.
- Recognise and respect diverse family structures (e.g., single parents, same sex- parents, kinship/adoptive/foster carers).

4) Definitions

Relationships Education (primary): Statutory curriculum content set out by DfE (e.g., families, caring friendships, respectful relationships, online relationships, staying safe).

Sex education (primary): Non-statutory in primary settings; schools may teach aspects beyond the science curriculum in an age/developmentally appropriate way. Parents have a limited right to request withdrawal.

PSHE: Compulsory in independent schools under ISS; our PSHE provides the framework within which we deliver Relationships Education and related health/safeguarding content.

5) Roles and Responsibilities

- **Governors:** Ensure pupils make appropriate progress and outcomes. That all subjects are well led, planned and effectively managed. That the quality of provision is subject to regular and effective self-evaluation. That clear information is provided to parents including content and the right to remove. That subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations. That the content of the curriculum is tailored to pupils with SEND.
- **Proprietor:** Ensures compliance with ISS and approval/publication of this policy.
- **Headteacher:** Oversees policy implementation, approves curriculum, chairs parental consultations, considers withdrawal requests.
- **Designated Safeguarding Lead (DSL):** Ensures RSE aligns with KCSIE 2025, particularly in online safety, child on child abuse, and reporting pathways; ensures filtering/monitoring arrangements and AI related risks are addressed.
- **PSHE/RSE Lead:** Designs sequenced curriculum and resources; plans assessment; quality assures pedagogy.
- **SENDCo:** Ensures reasonable adjustments, accessibility and bespoke pathways for complex needs, including PMLD.

- Teachers/HLTAs: Deliver the programme, maintain safe classroom culture, manage questions sensitively and refer concerns to DSL the same day.
- Pupils are regularly reminded how to ask for help and share their concerns, including online abuse, sextortion and image-based harms. Content supports understanding of safeguarding concerns including coercive behaviours, sexual violence, and image-based abuse (e.g. sharing intimate images)

6) Curriculum: Intent, Implementation, Impact

6.1 Intent

Our curriculum is sequenced, accessible, and developmentally appropriate. We follow the DfE RSHE content for primary Relationships Education and incorporate updated 2025 content areas (VAWG/misogyny, personal safety, online/AI risks, financial exploitation, mental health including grief/loss), preparing for full statutory commencement in Sept 2026. We will ensure that we teach lessons that address sexual harassment, online abuse and sexual violence in an age and stage appropriate way.

We deliver RSE through:

Personal, Social and Emotional Development.

At the right stage of understanding and development, based on the individual needs of the pupil.

KS1 & KS2: Within PSHE and science (NC) with additional discrete upper-KS2 lessons where appropriate.

6.2 Implementation (including SEND)

Teaching approaches: Visual supports, curated language/vocabulary, social stories, roleplay, sensory learning for PMLD, overlearning and small step scaffolding.

Scheduling: KS2 RSE units in spring/summer terms, with flexibility to respond to safeguarding needs.

Safe learning environment: Ground rules, clear language, question boxes/1:1 follow up, and prompt DSL referrals when concerns arise (same day).

External contributors: Used to enrich (e.g., water safety), under teacher supervision; materials are reviewed in advance for accuracy, impartiality, and accessibility, in line with DfE guidance.

Evidence-based RSHE is delivered in a regularly timetabled lessons and reinforced throughout the whole curriculum.

Our curriculum includes discussion of how power imbalances can affect relationships.

6.3 Impact and Assessment

Formative assessment in lessons; three summative points annually recorded on our platform (progress measured against clearly defined, stage appropriate outcomes).

Evidence portfolios for pupils with complex needs; teacher annotations indicate level of support.

Headteacher: lesson visits, work sampling, staff feedback; proprietor oversight through ISS compliance cycle.

7) Curriculum Content Overview (Primary)

We teach (age/development appropriate):

- Relationships Education (statutory for primary):
- Families & people who care for me; caring friendships; respectful relationships; online relationships; being safe.
- Enhanced content reflecting 2025 updates (taught within PSHE/RSE): including online safety, misinformation, disinformation and AI
- Personal safety: roads, railways (incl. level crossings), water safety (incl. Water Safety Code), and keeping safe in public spaces.
- Misogyny & VAWG prevention: recognising harmful attitudes, challenging stereotypes, consent and respect.
- Online safety: harmful content/contact/conduct; mis-/disinformation & conspiracy theories as safeguarding harms; deepfakes, toxic influencers/subcultures; scams/fraud; gaming monetisation.
- Mental wellbeing: emotions, regulation, grief, loss, loneliness, asking for help.
- Diverse families: inclusive, respectful understanding of different family forms.
- Science (statutory):
- Basic anatomy, life cycles and changing adolescent body (puberty) as per national curriculum for science.
- Sex education (primary, non-statutory):
- Where we elect to teach content beyond science (e.g., how a baby is conceived/born), it will be age/development appropriate, and parents retain the right to request withdrawal
- We will answer appropriate questions about topics in sex education that the school does not cover or that relates to sex education from which a child may have been removed. This may include asking a pupil to speak to their parents or a trusted adult, signposting to support services where needed, and recognising that children whose questions go unanswered might instead turn to inappropriate sources of information, including online.
- Teaching reflects the law and children are taught the wider legal implications of the decisions they make, through our Pol-Ed lessons, designed specifically by the Police.
- All pupils will be taught about LGBTQ+ communities, and this is integrated into the programme of study at a timely point and not delivered as a stand-alone topic.
- Teaching avoids gendered language that might normalise harmful behaviour or male violence

8) Safeguarding, Online Safety & Filtering/Monitoring

RSE is safeguarding education. Staff follow KCSIE 2025 and our Child Protection policy at all times. We explicitly teach pupils to recognise risk, seek help, and report concerns—especially online. KCSIE 2025 requires schools to address misinformation, disinformation and conspiracy theories as content risks; our curriculum addresses these directly.

We also teach about emerging AI related risks (e.g., deepfakes), and our technical controls and curriculum reflect DfE expectations on filtering/monitoring and the safe use of generative AI referenced in KCSIE 2025.

Any disclosure or concern arising in RSE lessons is referred to the DSL on the same day and recorded according to our safeguarding procedures.

Supreme Start School will always ensure that pupils understand that being a victim of abuse is never the child's fault and we will support and provide safety for them.

9) Working with Parents/Carers and the Community

We consult parents/carers annually on the RSE policy/curriculum and share teaching materials in advance via workshops, meetings and secure access. (DfE encourages openness about RSHE materials.)

We will notify parents before discrete upper KS2 RSE units begin each year and provide routes for questions/feedback.

Supreme Start School will listen to the views of pupils and parents to ensure that our RHSE offer meets the pupils' needs and that topics are taught at the right time to support our pupils to build positive relationships and avoid harms before they occur.

10) Equality, Inclusion and SEND

We deliver RSE in a way that is inclusive of all pupils, recognising diverse families and ensuring accessibility for pupils with SEND through reasonable adjustments and adapted delivery. The updated DfE RSHE guidance underscores inclusivity and teacher judgment to tailor content appropriately to developmental stage.

Pupils with PMLD or complex needs access sensory rich experiences aligned to the same themes, promoting communication, choice making, and personal safety within their developmental profile.

11) Right to Request Withdrawal from Sex Education

Parents cannot withdraw their child from Relationships Education (primary). This is to ensure that all children have the knowledge and understanding required to keep themselves safe and free from harm and abuse.

Parents can request withdrawal from non statutory sex education taught beyond the science curriculum. The Headteacher will meet parents to discuss the request, explain the curriculum, and confirm the agreed position in writing, consistent with DfE guidance. Parents may request the withdrawal, but this may not be granted under certain circumstances.

Where permission to withdraw is granted, an alternative curriculum will be provided in lieu of sex education.

Where a child has SEND needs this may impact the rights of the parent to withdraw but this will be discussed on a one-to-one basis.

12) Managing Questions, Political Impartiality and Sensitive Content

Teachers establish ground rules and answer questions honestly at an age-appropriate level, using discretion to respond in class or 1:1. Teaching is politically impartial, lawful, and sensitive to religious beliefs, in line with DfE RSHE guidance.

13) Staff Training and Support

Staff who deliver RSE receive regular CPD on:

SEND appropriate pedagogy

Safeguarding and online safety (aligned to KCSIE 2025)

Sensitive facilitation and managing questions

This CPD ensure confidence and compliance with the latest guidance and inspection expectations (ISS/Ofsted).

14) Resources and External Contributors

Resources are vetted for accuracy, age/development appropriateness, accessibility for SEND, inclusivity, and compliance with UK law. Materials are shared with parents in advance, in line with DfE's emphasis on openness about RSHE resources. External visitors are used judiciously and remain under teacher oversight.

15) Monitoring, Evaluation and Governance

Lesson observations (at least annually) with feedback/support.

Termly curriculum reviews to evaluate sequencing, inclusion and impact.

Proprietor receives an annual RSE report mapping compliance to the Independent School Standards and summarising assessment data and parental engagement.

This policy uses feedback from parents, carers and pupils to inform the content, delivery and evaluation for development. We will evaluate the policy on an annual basis, when new legislation is released or when serious safeguarding issues arise that need to be addressed through the curriculum. (for example, online harms, harmful sub-cultures)

16) Publication and Availability

This policy is available on the school website and by request from the office. The school will update promptly if further DfE or Ofsted changes are issued and in any case within the 3-year review cycle.

17) Related Policies and Documents

PSHE Policy; Safeguarding & Child Protection Policy (incl. child on child abuse); Online Safety/Filtering & Monitoring; Anti-Bullying; Behaviour; SEND; SMSC; Equality.

18) Implementation Timeline (Transitional Note)

Spring/Summer 2026: Updated content strands (personal safety; misogyny/VAWG; online risks incl. deepfakes; financial harms; grief/loss) introduced within PSHE/RSE units.

19. Safeguarding

If staff have a concern about the risk of pupils experiencing or perpetrating harms, they should follow the Supreme Start Safeguarding Policy and Process and speak to the DSL or a Deputy.

The DSL will be made aware of the content of topics covered in the RSE curriculum

The staff teaching RSE lessons will engage with the DSL to understand any concerns or risks about pupils to enable lessons to be delivered sensitively.

From 1 Sept 2026: Full alignment with the DfE RSHE guidance (2025 update) as it comes into force.