



RSE consultation April 2026

Aims:



- Update on the changes for RSE requirements from September 2026 and how we meet them
- Consider the building blocks of teaching relationships and sex education from Nursery to year 7
- Chance to look at the vocabulary and resources we use
- Introduction to being a No Outsiders School

What is PSHE?



The DfE (the Government's 'Department for Education') states:

Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. PSHE is a non-statutory subject. To allow teachers the flexibility to deliver high-quality PSHE we consider it unnecessary to provide new standardised frameworks or programmes of study. PSHE can encompass many areas of study. Teachers are best placed to understand the needs of their pupils and do not need additional central prescription.

However, while we believe that it is for schools to tailor their local PSHE programme to reflect the needs of their pupils, we expect schools to use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

What is RSE?



RSE stands for Relationships and Sex Education.

The DfE state:

Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.

Our Values - Inspire, Respect, Belong



Long Row Primary School is at the very heart of its community.

Pupils are happy and feel safe in this school. The school has created a nurturing environment. Pupils' well-being is carefully considered and promoted. Pupil well-being ambassadors take a lead role in promoting and organising events for families. Parents value this work.

The school has high expectations of all pupils. Pupils talk about the school's values: 'inspire, respect and belong'. One pupil described the meaning of the school badge: 'To me this means we are free... but we still have to follow the rules.' This sentiment reflects the school's positive ethos: to nurture pupils' independence. There are high expectations of behaviour, with a clear approach to giving pupils responsibility.

The school uses its unique setting in a UNESCO heritage site to enrich pupils' learning. The school makes good use of links with the community. This includes visits out of school and inviting members of the community into school. One pupil showed how this helps to develop their understanding when they said, 'We can see the impact of the Industrial Revolution when we look out of the window.'

Ofsted February 2024

What is the BERT Award?

A Derbyshire Award for Relationships and Sex Education is called the 'Building Effective Relationships Together Award' (BERT Award). Quality Relationship and Sex Education supports our children and young people to lead safe, healthy, happy lives.

In July 2024, we achieved the *GOLD* award. To achieve this we had to evidence against a lot of criteria including, but not limited to:



Excellent Leadership and Management including RSE lead, SLT and Governors	Promoting parental engagement through but not limited to: - SMILERS - Website - Regular communication - Parent surveys - Events	Planned, sequenced, age-appropriate programme for RSE that meets statutory requirements.	Staff are confident and equipped to teach RSE. Staff can identify and respond to those needing further support in developing positive and safe relationships.
Our school ethos promotes children to seek help, and ask age-appropriate questions about the body and sexual health without stigma.	Assessment, monitoring and evaluation is built in. Resources used are age-appropriate.	Range of strategies to support children who have needs around healthy relationships including safeguarding provisions.	



What is included in RSE?

Stronger Online Safety Education in Primary Schools

Age-Appropriate Awareness

Children are taught that online people may not be who they claim to be to build safe awareness without fear.

Recognising Harmful Behavior

Pupils learn to identify unkind or harmful online actions like mean messages, exclusion or pressure to share information.

Understanding Sharing Risks

Children understand that online posts can be copied or spread, encouraging safer choices before sharing content.

Practical Safety Steps

Students learn clear steps to stay safe online, including who to tell and how to report concerns effectively.





Teaching Boundaries, Privacy, and How to Seek Help

Understanding Personal Boundaries

Children learn their body belongs to them and how to say no to uncomfortable situations.

Recognising Safe vs Unsafe Secrets

Teaching the difference between safe surprises and unsafe secrets that should be shared with trusted adults.

Seeking Help and Building Resilience

Children are encouraged to ask for help repeatedly until their concerns are listened to by trusted adults.

Using Correct Anatomical Vocabulary for Safeguarding

Purpose of Correct Vocabulary

Teaching anatomical names helps children communicate clearly and confidently about worries or injuries.

Safeguarding and Confidence

Knowing correct terms supports safeguarding by enabling accurate descriptions of concerns and reducing stigma.

Sensitive and Age-Appropriate Teaching

Content is taught sensitively and in a sequence appropriate to different ages and understanding levels.

Parental Reassurance and Staff Training

Parents are reassured as staff receive training to deliver lessons professionally and in line with guidance.

Respectful, Kind Relationships and Challenging Stereotypes



Building Positive Friendships

We teach children to create friendships based on kindness, respect, honesty and cooperation.

Addressing Stereotypes

Promote fairness and reduce harmful assumptions.

Respecting Family Diversity

Children learn that families can be diverse and all family types deserve respect and inclusion.

Bullying Awareness and Reporting

Children are taught to recognise bullying, understand why it is wrong and know how to report it safely.

Supporting Children's Emotional Wellbeing

Understanding Emotions

Children learn to recognise and express a wide range of emotions as part of emotional wellbeing education.

Healthy Emotional Strategies

Students are taught strategies to manage feelings healthily, including the importance of sleep and limited screen time.

Bullying Awareness and Support

The guidance covers effects of bullying and cyberbullying, promoting practical steps for help and support.

Building Resilience and Confidence

The program fosters resilience, self-awareness and confidence, essential for children's long-term success.



Puberty and Menstruation Education in Primary School

Early and Sensitive Teaching

Education about puberty begins before changes start, preparing children sensitively and timely, including menstruation in year 4.

Inclusive Physical and Emotional Education

Both boys and girls learn about physical and emotional puberty changes to promote empathy, respect, and understanding.

Practical Support and Hygiene

Teaching covers hygiene, self-care, and provides access to menstrual products using respectful terminology to prevent embarrassment.

Normalizing Puberty

Lessons normalise puberty as a natural part of growing up, ensuring children feel confident, informed and supported.

Health Education, Hygiene, and Everyday Safety

Personal Hygiene Education

Children learn about handwashing and how germs spread to maintain good personal hygiene and health.

Dental Health Awareness

Emphasis on brushing teeth twice daily and regular dental visits to promote strong dental health.

Everyday Safety and First Aid

Children learn hazard awareness, risk reduction, emergency calls and first aid basics for safety.



Transparency, Consultation and Parental Involvement

Increased Transparency

Schools must provide RSE materials to parents and explain the teaching content and objectives clearly.

Parent Consultation Meetings

Meetings allow parents to ask questions and give feedback on RSE policies.

Supporting Home Conversations

Schools support parents to continue RSE discussions at home, promoting children's learning and development.

Building Trust and Partnership

Clear communication and collaboration help build trust and align school and family values in RSE delivery.



How is this embedded in all we do?

Our behaviour policy is based on restorative practice. Children learn through mistakes!

We have high expectations for behaviour and learning behaviours. Every class also has a calm area for children to go to - this helps them learn to co and self-regulate their emotions and understand what feelings feel like.

Our safeguarding procedures. Including teaching how to talk to an adult about things that worry or upset them.

Parental engagement - Newsletters, Arbor, fully informed website, lending library, communication

[PSHE | Long Row Primary School \(secure-primarysite.net\)](https://secure-primarysite.net)

[Relationships Education \(RSE\) | Long Row Primary School](#)

[Staying safe online | Long Row Primary School](#)

[Pastoral Support | Long Row Primary School](#)



Our next steps to be ready in September:

We are ahead of the game and are already teaching what the Department for Education guidance states.



- We have updated our policies, which will go to Governors soon.
- Mrs North (PSHE/RSE lead) will be attending a meeting on our update PSHE Matters Scheme.
- We will update and be more explicit on our progression documents.
- We will update our vocabulary sheet if needed.
- We already publish everything online for parents.