
A decorative border surrounds the text, featuring various colorful patterns and shapes: a yellow starburst in the top left, a purple wavy line at the top, an orange wavy line at the top right, a pink flower in the top right, an orange flower with white lines on the right, a green starburst in the bottom right, a blue wavy line at the bottom, an orange wavy line at the bottom left, and a pink flower in the bottom left.

Relationship and Sex
Education
Parents and Carers
March 2026



Welcome!



**About me and
where we are as a
school.**

Updates for September 2026

The 2026 Relationships, Sex, and Health Education (RSHE) statutory guidance from Department for Education is mandatory from September 2026.

- It emphasizes tailored, age-appropriate content for learners with SEND
- Focuses on personal safety, healthy relationship boundaries, and explicit, accurate anatomical terminology.
- Also includes enhanced online safety, AI awareness, and mandatory, inclusive curriculum mapping.

www.nasschools.org.uk +3

Key 2026 RSHE Updates Impacting SEND

Targeted Approach:

Teaching is accessible and appropriate for learners with SEND, fostering inclusivity.

Evidence-Based Principles:

Seven new principles, including prioritizing pupil voice and involving parents/carers early

Safe Language:

Specific, accurate, and scientific terminology for body parts and genitalia is mandated, enhancing safeguarding.

Comprehensive Safety:

Increased focus on personal safety, including explicit education on boundaries, consent, and identifying abusive behaviour.

Digital Citizenship:

Updated content on online safety, including recognizing AI-generated content (deepfakes), online pornography, and misogyny.

Curriculum Transparency:

Clear curriculum maps demonstrating progression, which should be shared with parents and carers.


sexeducationforum.org.uk



7 Principles

- 1. Engagement with pupils**
- 2. Engagement with parents**
- 3. Positivity**
- 4. Careful sequencing**
- 5. Relevant and responsive**
- 6. Skilled delivery**
- 7. Whole school approach**

Key Changes

- 1. Gender Identity**
 - 2. Online Safety and AI**
 - 3. Vaping**
 - 4. Parental rights**
 - 5. Health Focus**
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Guiding Principles

The first principle

- ‘Engagement with Pupils’, stating the importance of pupil voice in ensuring the curriculum is relevant and engaging.

The fifth principle

- Ensuring that the curriculum is ‘relevant and responsive’ to learners’ needs, including being age and stage appropriate and being specific to local issues. This gives specialist settings the go-ahead to really tailor their provision to the needs of their young people.
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Foundational Topics

Key topics such as consent, privacy, rights over their own bodies and personal information; and how this helps young people to keep themselves and others safe.

Consent is referenced in the context of friendships all the way up to early sexual relationships. A helpful reminder that even if intimate relationships are not yet on the agenda for our young people, we can still be teaching the skills, and we do need to be saying to all pupils that this is a possibility for you in the future if you choose.



Relationships Skills

Key skills needed for healthy relationships are outlined, including being able to state boundaries, negotiate, manage and prevent conflict, recognise unhealthy or harmful behaviour and being able to seek help.

More emphasis is placed on a learner's social responsibilities and understanding the impact of their behaviour on others. It's essential that, we are consistent about modelling consent, privacy and boundaries in our settings and are honest and clear with young people when they cross boundaries or make 'social mistakes', otherwise we are not treating young people with the respect and dignity they deserve.



Emotional Literacy

Research identifies that teaching young people social and emotional literacy is effective in reducing violence, as well as being important for wellbeing.

The new guidance stipulates that young people need to be taught how to recognise difficult emotions, such as disappointment, frustration and loneliness, in themselves; and how to manage these emotions.

Children should be taught not just about the range of emotions but also the scale of their emotions and how to spot triggers in themselves that mean they should get help..

Online Harms

The 2026 guidance pays more attention to online technology. What to address in relation to pornography, which is helpful, but also deep fakes, AI chatbots and being able to critically evaluate what they see online.

More explicit on the teaching about the sharing of nudes, something that students with Autism, a learning difficulty, visual impairment or speech difficulties are more likely to engage in than students without a SEND (Thorn, 2021).

The guidance is clear that even in primary, it is essential to teach topics related to preventing sexual abuse or avoiding sharing inappropriate materials online and “can be done without describing the detail of any sexual activity involved”.

Staff voice

Staff have looked at the curriculum and made a list of resources that are needed.
Started developing this

Pupil Voice

Pupil survey has been rewritten to I can statements to ensure their is more accurate received and responded to

Parent/Carer voice

Regular meetings to share updates - policy and curriculum.
Share resources and teaching strategies

Plans so far

Online safety

Last year the curriculum was edited to have online safety woven across all areas with particular focus on stage 3 and 4.

Areas of development

Empathy work is also woven across other areas of curriculum.
Online safety also in computing curriculum
Individual plans in response to need.

September 2026

Draft 1 of policy and curriculum to ensure it is in line with the new guidelines

Policy & updates

Please have a look at the new policy
– any new amendments are
highlighted.
Share any questions.

Curriculum

Please see the current curriculum in
stages, the overview and the new
highlighted amendments/proposals
for September 2026

Website & resources

Please have a look at the website and
the resources that are available
including home packs. Paper copies
of everything is on the desk

School Resources

Please have a look at the resources
that we have.

<https://www.bennerleyfields.derbyshire.sch.uk/>



**IF YOU HAVE ANY QUESTIONS,
PLEASE ASK or CONTACT on**

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info@bennerleyfields.derbyshire.sch.uk

Or through the class email address.



Thank you!

