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'Learning Together, Achieving More'

Empathy, Respect, Responsibility, Perseverance, Positivity and Love

Head Teacher : Mr L Chamberlain BA (QTS) NPQH

16 July 2026

Dear Parents and Carers,

RE: Changes to the PSHE and Relationships, Sex and Health Education Curriculum

Thank you to everyone who responded to our recent consultation about the changes to our Personal, Social, Health and Economic Education (PSHE) and Relationships, Sex and Health Education curriculum. We received 116 responses, representing families from Nursery through to Year 6.

We have carefully considered all responses, including the questions and concerns raised. The information below is an anonymised summary.

What you told us:

How important is PSHE and RSHE?

Response	Number	Percentage
Very important	55	47%
Important	33	28%
Neutral	22	19%
Not important	6	5%

Overall, 88 respondents (76%) felt that teaching PSHE and RSHE was important for very important.

Should the school continue to teach age-appropriate curriculum?

Response	Number	Percentage
Yes	89	77%
Unsure	15	13%
No	12	10%

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Which areas did parents consider most important?

Parents could select more than one area, so the percentages do not total 100%.

Curriculum area	Number selecting it	Percentage
Mental health and wellbeing	112	97%
Online safety	106	91%
Keeping safe	105	91%
Diversity and respect	98	84%
Healthy lifestyles	97	84%
Friendships and relationships	96	83%
Puberty and growing up	84	72%
Financial education	84	72%

Communication with Parents:

The most popular choice was a combination of communication methods, including the school website, email updates, curriculum overviews and parent information evenings. This was selected by 63 respondents (54%). A further 40 respondents (34%) said they would prefer to receive information through email updates.

We recognised that 36% of respondents said that they were either not very familiar or not at all familiar with the existing curriculum. We will therefore provide clearer information about what the children learn in each year group and when it is taught.

Our communication will include:

- Year group curriculum overviews
- Email updates before relevant units are taught
- Information on the school website
- Opportunities for parents to ask questions and view teaching resources in school
- Clear information about the limited circumstances in which withdrawal is available.

Answers to the Main Questions Raised

Is Relationships and Sex Education compulsory in Primary Schools?

In primary schools, Relationships Education and Health Education are statutory. Schools must teach areas such as friendships, families, respectful behaviour, mental and physical health, online safety, personal boundaries, puberty and menstrual wellbeing. The updated Department for Education guidance comes into effect on 1 September 2026.

Sex education that goes beyond Relationships Education, Health Education and the National Curriculum for Science is not compulsory in primary schools. At Olton, this additional content will be limited to two Year 6 lessons within the unit "How do people become parents and carers?". These lessons cover conception, pregnancy and birth in a factual, age-appropriate way.

Official guidance: [Department for Education: Introduction to requirements](#)

Can parents withdraw their child?

Parents cannot withdraw their child from Relationships Education, Health Education (including puberty and menstrual wellbeing), statutory National Curriculum Science, or safeguarding teaching about privacy, body ownership, boundaries, safe and unsafe contact, trusted adults and reporting concerns. Parents may request withdrawal from the two additional, non-statutory Year 6 sex education lessons only. Primary schools must grant requests to withdraw from sex education that goes beyond the National Curriculum for Science. Appropriate alternative learning will be provided.

Official guidance: [Department for Education: Introduction to requirements](#)

Will younger children be taught about sexual relationships or intimacy?

No. Children in Nursery, Reception and the younger primary year groups will not be taught about sexual intimacy or the details of conception.

Their learning focuses on familiar, age-appropriate areas such as families and people who care for them; friendships, kindness and sharing; feelings and emotional wellbeing; personal space and privacy; appropriate and inappropriate contact; trusted adults and asking for help; and keeping safe, including online.

The Department for Education requires teaching to be carefully sequenced and appropriate for children's ages and developmental stages.

Official guidance: [Department for Education: Relationships Education \(primary\)](#)

Why is puberty taught in primary school?

Puberty can begin before children reach secondary school. Statutory Health Education states that pupils should learn the key facts about puberty and the changing adolescent body, particularly between the ages of 9 and 11, including physical and emotional changes and menstrual wellbeing. Teaching this before changes happen helps children understand what to expect, use accurate vocabulary and know where to seek help. It will be taught sensitively and age-appropriately.

Official guidance: [Department for Education: Physical health and mental wellbeing](#)

Why are boys taught about periods?

Menstrual wellbeing forms part of statutory Health Education for all pupils. Boys and girls are taught together so that every child receives the same accurate information. This helps to reduce embarrassment and stigma around periods and encourages kindness, respect and understanding towards others. Pupils will not be separated by sex for this teaching, although they may sometimes work in smaller mixed groups to support discussion and allow them to ask questions more comfortably.

What does teaching about boundaries and consent mean in primary school?

In primary school, this means teaching children that their body belongs to them; they can communicate when something makes them uncomfortable; they should respect another person's personal space; permission should be sought before physical contact; some secrets should be shared with a trusted adult; and unsafe contact, behaviour or online communication should be reported. This is safeguarding education. It does not involve teaching younger children about adult sexual relationships. The statutory guidance describes personal space, boundaries and permission-seeking as foundations that prepare pupils for more complex teaching when they are older.

Official guidance: [Department for Education: Relationships Education \(primary\)](#)

Will children learn about different types of families?

Children will learn that families can look different but that healthy families are characterised by love, security, care and commitment. This may include single-parent families, families with same-sex parents, adoptive and foster families, families headed by grandparents and kinship carers.

Teaching children that different families exist is not the same as teaching them about sexual activity. Its purpose is to ensure that no child is made to feel that their family is less valued and that pupils learn to treat others with kindness and respect. The revised guidance encourages primary schools to include same-sex parents alongside other family arrangements when discussing families.

Official guidance: [Department for Education: Relationships Education \(primary\)](#)

Will children be encouraged to question their biological sex or chose a gender identity?

No. The school will not encourage children to question their biological sex or present contested beliefs as established fact.

The revised guidance states that teaching should be factual, sensitive and respectful. It says that schools should not teach as fact that every person has a gender identity or suggest that changing social identity is a simple solution to feelings of discomfort. Children will, however, continue to learn that bullying, discrimination and disrespectful language are unacceptable.

Official guidance: [Department for Education: Statutory guidance from 1 September 2026](#)

How will religious and cultural beliefs be respected?

We recognise and respect that families hold a range of religious, cultural and personal beliefs. The statutory guidance requires schools to take account of pupils' religious backgrounds and to comply with the Equality Act 2010, under which religion or belief is a protected characteristic.

Teaching will remain factual, balanced and sensitive. Respecting different beliefs does not remove the school's responsibility to teach statutory content or ensure that every child and family is treated with dignity.

How your feedback will shape our approach:

Following consultation, we will:

1. provide clearer year-group information so parents know what will be taught and when;
2. communicate before sensitive units, particularly puberty and the Year 6 lessons;
3. provide opportunities for parents to ask questions and view resources;
4. maintain a strong focus on mental health, safeguarding and online safety;
5. strengthen age-appropriate learning about financial education, misinformation, AI-generated content and online risks;
6. ensure healthy-lifestyle teaching is factual, balanced and consistent with recognised health guidance;
7. make the distinction between statutory content and withdrawable Year 6 sex education clearer;
8. continue to ensure that all lessons are carefully sequenced, age-appropriate and adapted to meet pupils' needs.

Thank you again for taking the time to respond. Your feedback has helped us understand both the areas that parents strongly support and the areas where further explanation and reassurance are needed. We remain committed to working openly with families while providing children with the knowledge they need to stay safe, healthy, respectful and prepared for the next stage of their lives.

Yours sincerely,



Miss J Hunt
PSHE / RSHE Lead
Senior Mental Health Lead