# Relationship, Sex and Health Education Policy

# Central Academy

This policy covers the 'Rights of the Child':

- Article 16: The right to privacy.
- Article 19: The right to be protected from being hurt or mistreated, in body and mind.
- Article 24: The right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you to stay well.
- Article 28: The right to a good quality education.
- Article 29: Your education should help you use and develop your talents and abilities. It should help you to live peacefully, protect the environment and respect other people.
- Article 34: The right to be free from sexual abuse.
- Article 36: The right to protection from any kind of exploitation.

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| **Date Agreed** | Summer Term 2026 |
| **Date to be Reviewed** | Summer Term 2029 (or sooner if required) |
| **Signed** | |

## Introduction

At WISE Academies, we aim to provide a broad and balanced curriculum tailored to individual pupil needs, which will enable all children to achieve their maximum potential. We also strive to ensure that all pupils develop an enthusiasm for and a love of learning.

## Ethos and Values

Relationship, Sex and Health Education (RSHE) will reflect the values of the PSHE and Citizenship programme. RSHE will be taught in the context of relationships. In addition, RSHE will promote self-esteem and emotional health and well-being and help them form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.

At WISE Academies, we aim to provide a holistic education for all children. Every pupil will receive their full entitlement to RSHE regardless of their educational ability, gender, race, disability, sexual orientation, ethnicity or faith. We aim to support children in their emotional, cultural and social, as well as academic development.

## Policy Development

This policy was previously developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
- Parent/stakeholder consultation – parents and any interested parties were consulted about the policy
- Pupil consultation – we investigated what exactly pupils want from their RSE.

## Definition

Relationships, Sex and Health Education (RSHE) is lifelong learning about physical, moral, emotional and social development. It equips children and young people with the knowledge and skills needed to build positive, respectful relationships, stay safe, understand their health and wellbeing, and prepare for the opportunities, responsibilities and experiences of later life.

At WISE Academies, RSHE is delivered in accordance with the Department for Education's statutory guidance: Relationships Education, Relationships and Sex Education (RSE) and Health Education (for introduction from 1 September 2026), the Equality Act 2010, the Education Act 2002 and the Children and Social Work Act 2017.

The RSHE curriculum is delivered in an age-appropriate, inclusive and developmentally appropriate manner which reflects the needs of our pupils and promotes safeguarding, equality, respect and wellbeing for all.

## Distinction Between Relationships Education and Sex Education

The Department for Education requires all primary schools to teach statutory Relationships Education and Health Education. These subjects are compulsory for all pupils and parents do not have the right to withdraw their child from this learning.

Relationships Education focuses on teaching pupils about:

- Families and people who care for them
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe
- Physical health and mental wellbeing
- Personal boundaries, privacy and consent
- Recognising healthy and unhealthy relationship
- Safeguarding, including online safety and seeking help when needed.

In addition, pupils receive the statutory National Curriculum Science programme, which includes teaching about human development, reproduction, life cycles and puberty.

Parents do not have the right to withdraw their child from National Curriculum Science.

As part of the school's wider RSHE programme, some aspects of Sex Education may be taught beyond the statutory Science curriculum in order to support pupils' understanding of human development and prepare them for the transition to secondary school. This content is taught in an age-appropriate manner and complements the statutory curriculum.

Examples of non-statutory Sex Education may include:

- How a baby is conceived
- How a baby develops in the womb
- How a baby is born
- Human reproduction taught beyond the requirements of the National Curriculum for Science.

Parents have the right to request that their child be withdrawn from any non-statutory Sex Education lessons. Requests should be discussed with the Headteacher, who will explain the content, purpose and educational benefits of the programme before any decision is made.

The school will clearly identify any lessons that constitute non-statutory Sex Education and will inform parents in advance of their delivery.

Where content goes beyond the statutory National Curriculum for Science, it will be identified by the school as non-statutory Sex Education and parents will be informed of their right to request withdrawal.

**Aims**

- The school's RSHE programme aims to:
- Provide pupils with accurate, age-appropriate knowledge about relationships, health and growing up
- Promote positive mental health, emotional wellbeing and resilience
- Support pupils to build healthy, respectful relationships both online and offline
- Develop pupils' understanding of personal boundaries, consent and respectful behaviour
- Equip pupils with the skills to recognise unsafe situations, including online risks, and know how to seek help
- Foster respect for diversity and individual differences in accordance with the Equality Act 2010
- Prepare pupils for the physical and emotional changes associated with puberty and adolescence
- Support pupils to become safe, healthy, responsible and active members of society.

**Objectives**

The school aims to provide a graduated, age-appropriate RSHE programme emphasising the social and emotional aspects of relationships.

Education about relationships for 3 – 7 year olds will focus on the building of self-esteem and confidence by encouraging learners to:

- Respect, value and care for themselves and others
- Value recognise and communicate their feelings
- Form healthy friendships and relationships both online and offline
- Respect boundaries - their own and other peoples
- Identify safeguarding risks (including online)

RSHE will teach 7-11 year olds to understand and develop:

- Understand the range of their own and others' feelings and emotions
- Understand the importance of personal safety and what to do or to whom to go when feeling unsafe
- Develop communication skills and assertiveness skills to cope with the influences of their peers and the social media
- Be prepared for puberty and adulthood, including physical and emotional changes that take place at puberty, including conception, pregnancy and birth.
- Understand issues of consent.

**Implementation**

Relationships, Sex and Health Education is delivered through PSHE, Science, Computing, RE and wider curriculum opportunities. The curriculum is planned progressively from Early Years to Year 6 and reflects the statutory expectations set out within the Department for Education's Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance effective from September 2026.

Teaching is delivered by class teachers and, where appropriate, trained external visitors working alongside school staff. Visitors enhance but do not replace the school's responsibility for delivering RSHE.

The curriculum includes learning about:

- Families and caring relationships
- Friendships and respectful relationships
- Online relationships and digital safety
- Personal safety and safeguarding
- Physical health and mental wellbeing
- Puberty and human development
- Consent, boundaries and personal privacy
- Respect for others and challenging stereotype
- Understanding and reporting bullying, harassment and discrimination
- Risks associated with sharing personal information, images and content online.

Staff will use correct scientific vocabulary when teaching about the human body. Lessons will be delivered sensitively and in a manner appropriate to pupils' age and stage of development. The school recognises that some pupils may be more vulnerable due to SEND, communication needs, social, emotional or mental health needs, previous experiences or safeguarding concerns. Teaching will therefore be adapted through high-quality inclusive practice, differentiated resources, visual supports, pre-teaching of vocabulary, small-group work and additional pastoral support where appropriate.

Curriculum content will be reviewed regularly to ensure compliance with statutory requirements and responsiveness to emerging safeguarding concerns.

The minimum statutory requirement for RSHE is that schools must deliver the National Curriculum for Science to all children within school. Within our RSHE programme of study we adhere to the guidance issued by the Secretary of State. (This policy has been developed with reference to the Department for Education's statutory guidance "Relationships Education, Relationships and Sex Education (RSE) and Health Education" (2026), the Education Act 1996, the Education Act 2002, the Children and Social Work Act 2017, the Equality Act 2010 and relevant safeguarding legislation and guidance including Keeping Children Safe in Education).

Key Stage 1

- Explore and compare the differences between things that are living, dead, and things that have never been alive
- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
- Notice that animals, including humans, have offspring which grow into adults.

Key Stage 2

- Describe the life processes of reproduction in some animals, including humans
- Describe the changes as humans develop from birth to old age
- Describe the differences in the life cycles of mammals, amphibians, insects and birds
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

Puberty and reproduction will be taught in year groups 4, 5 and 6.

**Content**

Early Years

- To be able to listen and join in with stories about relationships
- To be able to talk about family relationships
- To develop their feelings of being safe and secure in the setting
- To develop sharing and taking turns skills
- To develop their understanding and use feeling words - happy, sad, cross and encourage • children to use them to express themselves
- To begin to talk about what makes a good friend
- To begin to talk about how they are special and how their friend is special
- To begin to compare similarities and differences between each other

Year 1

- To recognise that they share a responsibility for keeping themselves and others safe,
- Know when to say, ‘yes’, ‘no’, ‘I’ll ask’ and ‘I’ll tell’ including knowing that they do not need to keep secrets
- To learn about people who look after them, their family networks, who to go to if they are worried and how to attract their attention

- To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)
- To understand that that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)
- What constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health
- To recognise what they like and dislike, how to make real, informed choices that improve them physical and emotional health,
- To recognise that choices can have good and not-so-good consequences
- To know the importance of, and how to maintain, personal hygiene
- To know how some diseases are spread and can be controlled; the responsibilities they have for them own health and that of others; to develop simple skills to help prevent diseases spreading
- To know rules for, and ways of, keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety
- To know that household products, including medicines, can be harmful if not used properly.

Year 2

- To learn the names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls
- To learn that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)
- To learn to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)
- To learn ways in which we are unique
- To identify and respect the differences and similarities between people
- To learn about the process of growing from young to old and how people's needs change
- To learn about growing and changing and new opportunities and responsibilities that increasing independence may bring
- To know about change and loss and the associated feelings (including moving home, losing toys, pets or friends)
- To think about themselves, to learn from their experiences, to recognise and celebrate them strengths and set simple but challenging goals

Year 3

- To learn about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; and develop the skills and strategies required to get support if they have fears for themselves or their peers
- To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)
- To understand the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'
- To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support
- To learn how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'.

Year 4

- To learn how their body will, and emotions may, change as they approach and move through puberty
- To recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them

- To learn that civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment
- To learn that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership.

Year 5

- To learn about human development from birth to old age, including physical and emotional changes during puberty.
- To know about taking care of their body, understanding that they have the right to protect them
- body from inappropriate and unwanted contact;
- To know how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of 'balanced lifestyle'
- To understand what positively and negatively affects their physical, mental and emotional health
- To know which, why and how commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others.
- To understand that sexual intercourse can lead to conception and that is how babies are usually made
- To understand that people sometimes need IVF to help them have a baby

Year 6

- To learn how their body will change as they approach and go through puberty
- To understand that they have the right to protect their body from inappropriate and unwanted contact
- To learn about the ways in which puberty can affect us emotionally
- To understand the influences around us that affect body image and the way we see ourselves.
- To understand the term 'sexual relationship'.
- To learn about human reproduction.
- To describe how a baby develops from conception, through the nine months of pregnancy, and how it is born

**Respectful Relationships, Consent and Safeguarding**

As part of the Relationships, Sex and Health Education curriculum, pupils will be taught about respectful relationships, personal boundaries, consent and equality in an age-appropriate manner. Learning will support children to develop positive attitudes and behaviours that promote safety, respect and inclusion both online and offline.

Pupils will be taught to:

- Treat themselves and others with kindness, dignity and respect
- Recognise the characteristics of healthy, positive and respectful relationships
- Understand the importance of personal boundaries and respecting the boundaries of others
- Recognise that consent means asking for and respecting another person's permission, wishes and feelings in everyday situations
- Develop confidence to say "no", seek help and report concerns when something feels unsafe, uncomfortable or inappropriate
- Challenge stereotypes and assumptions based on gender, race, disability, faith, sexual orientation or family background
- Understand that everyone should be treated equally and with respect regardless of their differences

- Recognise behaviours that may constitute bullying, harassment, discrimination or abuse and understand how to seek support
- Develop an understanding that harmful attitudes, including sexism and misogyny, can negatively affect individuals, relationships and communities
- Understand that violence, abuse, coercion and controlling behaviour are never acceptable and that everyone has the right to feel safe
- Recognise the positive role that empathy, responsibility, integrity and respectful behaviour play in healthy relationships and communities
- Understand the importance of positive role models, including positive male role models, who demonstrate respect, kindness, responsibility and equality in their interactions with others.
- Recognise potential online harms, including cyberbullying, harassment, image-based abuse, inappropriate content, harmful online influences, exploitation and coercion
- Develop the skills to think critically about online content, challenge harmful stereotypes and seek support if they encounter material that causes concern
- Teaching will be delivered sensitively and in a developmentally appropriate way, reflecting pupils' age, maturity and understanding. Staff will ensure that discussions are factual, balanced and consistent with the school's safeguarding responsibilities, equality duties and values.

The school will promote a culture where all pupils feel safe, valued and respected and where concerns can be reported confidently to trusted adults.

Pastoral support is provided for pupils at the school. This has proven successful in alerting us to factors that increase children's vulnerability. We acknowledge that children may be more vulnerable due factors such as:

- Mental health
- Domestic abuse
- Additional needs
- Greater risk of exploitation
- Feeling unable to report abuse

**Dealing with difficult topics/questions**

All teachers are aware of the ground rules which provide an agreed structure to answering sensitive or difficult questions. Teachers will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs:

- 'Silly questions' Children are testing boundaries and have no interest in the answer. In this case, teachers will not answer questions, and explain that they are inappropriate
- 'Concerning questions' these could possibly be indicative of safeguarding issues. In this case, teachers will follow the school safeguarding procedures
- 'Genuine questions' the child has a genuine but age-inappropriate question. In this case, the child's question will be acknowledged, with a promise to return to it later. The class teacher will then consult with the child's parents, and discuss if they would like to answer, or they want school to answer, in the case of the latter, it will be discussed with parents how much information they are happy for their child to have.

**Parental Consultation and child withdrawal procedures**

The school values the role of parents and carers as primary educators and works in partnership with families in delivering RSHE.

This policy is available on the school website and from the school office upon request. Parents will be informed when significant RSHE units are taught and *may request to view curriculum materials, lesson resources and supporting media used as part of the programme.*

Relationships Education and Health Education are statutory subjects and parents do not have the right to withdraw their child from these lessons.

Parents have the right to request withdrawal from any non-statutory Sex Education taught beyond the requirements of the National Curriculum for Science. Requests should be made in writing to the Headteacher. The Headteacher will meet with parents to discuss the request and explain the educational benefits of the programme.

The following elements cannot be withdrawn from:

- Relationships Education
- Health Education
- National Curriculum Science

Where a pupil is withdrawn from non-statutory Sex Education lessons, suitable alternative educational provision will be provided for the duration of the lesson.

If a pupil who has been withdrawn asks questions relating to sex education during the normal course of school life, staff will respond in an age-appropriate manner, taking account of safeguarding responsibilities and the individual circumstances of the child.

Section 405 of the Education Act 1996 enables parents to withdraw their children from sex education other than the sex education that is in the National Curriculum (such as the biological aspects of human growth and reproduction that are essential elements of National Curriculum for Science).
Section 241 of the Education Act 1993 gives parents the right to withdraw their children from all parts of the sex education programme, other than those elements which are required by the National Curriculum Science Order.

Parents who express a desire to withdraw their child from sex education lessons, will be invited to school to discuss their concerns. If this issue can't be resolved the parent must inform the Academy in writing that they wish their child to be withdrawn from the relevant lessons. Children who are withdrawn from lessons will be accommodated in another class for no longer than is necessary.

**Procedures for the involvement of health professionals**

Outside agencies may be invited to talk to the children. Before involvement with the children they must be familiar with the Academy's Relationships, Sex and Health Education Policy. The management of the sex education lessons is under the control of the class teacher, who must be present when any outside agent is talking to the children. The teacher and school nurse will liaise and use agreed appropriate material.

**Safeguarding I Confidentiality**

RSHE plays a vital role in safeguarding children and promoting their welfare. Effective RSHE helps pupils recognise healthy and unhealthy relationships, understand personal boundaries, identify abuse and know how to seek help.

Staff will follow the school's Safeguarding and Child Protection Policy where concerns arise. Any disclosures made by pupils will be managed in accordance with safeguarding procedures. No member of staff can guarantee confidentiality where a safeguarding concern exists. Online Safety, Image Sharing and Digital Relationships

The school recognises that children's relationships and social interactions increasingly take place online. As part of our RSHE curriculum, pupils are taught how to develop safe, respectful and responsible behaviours when using digital technologies and online platforms.

Teaching will be age-appropriate and will support pupils to:

- Understand the difference between appropriate and inappropriate online behaviour
- Recognise that people online may not always be who they say they are
- Develop strategies to stay safe when communicating online, including when using social media, gaming platforms and messaging services
- Understand the importance of privacy, personal boundaries and protecting personal information.
- Recognise the risks associated with sharing personal information, photographs, videos and other digital content online
- Understand that once content has been shared online it can be difficult or impossible to remove completely
- Recognise inappropriate requests for information, images or communication and know how to seek help from a trusted adult
- Understand that creating, sharing, requesting or possessing indecent images of children is illegal and can place children at risk of harm
- Identify behaviours that constitute online bullying, harassment, coercion, exploitation or abuse and know how to report concerns
- Develop an understanding of consent, respect and healthy relationships in both online and offline contexts
- Critically evaluate online content and recognise the potential influence of social media, online personalities and digital content on wellbeing, body image, attitudes and behaviour.

The curriculum will reflect current safeguarding priorities and emerging risks, including online abuse, cyberbullying, image-based abuse, harmful online challenges, exposure to inappropriate content, grooming, exploitation and misinformation.

Pupils will be encouraged to speak to a trusted adult if they experience anything online that makes them feel worried, unsafe or uncomfortable. Staff will respond to concerns in accordance with the school's Safeguarding and Child Protection Policy and relevant statutory guidance.

Online safety education is delivered through RSHE, Computing, assemblies, safeguarding activities and wider curriculum opportunities to ensure a consistent whole-school approach to keeping children safe.

**Monitoring, Assessing and Reviewing**

The effectiveness of the RSHE programme will be monitored through lesson observations, learning walks, planning scrutiny, pupil voice activities, staff feedback and parental consultation. The policy will be reviewed every three years or sooner in response to changes in legislation, statutory guidance or local need.

**Links with other policies**

This policy is linked with the following policies:
• PSHE

- Safeguarding and Child Protection
- Equal Opportunities
- Confidentiality
- Behaviour and Discipline
- Anti-Bullying