

Relationship, Health and Sex Education Policy



Leigh Academy Oaks

Approved by:

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Leigh Academy Oaks considers that Relationship and Sex Education (RSE) is an integral part of the Personal, Social and Health Education (PSHE) and Citizenship curriculum and is linked to Science. The IB Primary Years Programme supports this learning in context whilst enabling pupils to have agency and take action. We aim to offer pupils a carefully planned programme on human development, relationships, and family life within a safe, supportive atmosphere. We also see this as a fundamental part of safeguarding the children within our care.

This Policy has been written with consultation from staff and parents.

1. Aims:

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place.
- Prepare pupils for puberty and give them an understanding of sexual development and the importance of health and hygiene.
- Help pupils develop feelings of self-respect, confidence and empathy.
- Create a positive culture around issues of sexuality and relationships.
- Teach pupils the correct vocabulary to describe themselves and their bodies.
- Teach children about healthy relationships

2. Statutory requirements

As a primary academy school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#) and [the DFE Statutory Guidance : Relationships Education, Relationships and Sex Education \(RSE\) and Health Education 2019](#)

At Leigh Academy Oaks, we ensure coverage of the National Curriculum including requirements to teach science which incorporates the elements of sex education contained in the science curriculum.

In teaching RSE, we are required to comply with the [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Leigh Academy Oaks we teach RSE as set out in this policy.

3. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, changes, how humans reproduce, healthy lifestyles, diversity and personal identity. It is a key aspect of safeguarding children by developing their understanding of the world and keeping themselves safe.

RSE involves a combination of sharing information and exploring issues and values. RSE is not about the promotion of sexual activity.

4. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary. EYFS requirements are covered in the EYFS curriculum. At Leigh Academy Oaks, we teach RSE as an integral part of a planned PSHE curriculum.

Primary sex education will take place in Year 6 and will focus on:

- Preparing boys and girls for the changes that adolescence brings (reviewing learning from Year 5)
- How a baby is conceived and born.

We will inform parents when this aspect of sex education will be taught in advance. This is to enable parents to discuss specific concerns with the class teacher or Principal or to consider whether to exercise their right to withdraw from these lessons (Where applicable).

5. Delivery of RSE

RSE is taught within the PSHE education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in Religious Education (RE).

Pupils also receive stand-alone sex education sessions that are developmentally appropriate for the cohort.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

In Year 5, the children learn about changes through puberty (this is statutory and covered within the science curriculum and health education requirements. Parents do not have the right to withdraw their child from health education).

In Year 6, the children will revise their knowledge of puberty and will also learn about how a baby is conceived and how a baby is born. Parents, should they wish, will have the opportunity to see all teaching materials prior to the commencement of lessons. They also have the right to withdraw their child from these lessons.

For more information about our PSHE/RSE curriculum, see Appendix 1.

These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

We will ensure a safe learning environment by establishing ground rules for participation e.g. respect, openness, confidentiality (not discussing in the playground but if the teacher is concerned by something that is raised they will notify the designated safeguarding lead) and being kind.

Pupils will be able to ask questions through anonymous question boxes. This also reduces the likelihood of inappropriate questions that are not covered by our statutory duties being raised with the whole class.

Distancing techniques are used to support teaching of relationships education-such as books, videos, dolls to allow children to ask questions whilst reducing personal embarrassment or upset as much as possible.

6. Roles and responsibilities

6.1 The governing board

The governing board will approve the RSE policy and hold the Principal to account for its implementation.

6.2 The Principal

The Principal is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 7).

6.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive and age appropriate way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils including SEND
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Principal.

6.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

6.5 Parents

Following statutory government guidance, parent voice is gathered to support us in developing both our RSE curriculum and policy. Thus ensuring that parents (as vital stakeholders) views are considered in curriculum structure and delivery to best meet the needs of all relevant stakeholders. This is regularly reviewed to prevent any policy or curriculum from becoming static and to ensure continuous improvement.

7. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships or health education.

Parents only have the right to withdraw their children from the non-statutory components of sex education within RSE (how a baby is conceived and how a baby is born).

Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the principal.

Alternative work will be given to pupils who are withdrawn from sex education.

8. Training

Staff are trained on the delivery of RSE as part of their continuing professional development.

The Principal may also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

9. Monitoring arrangements

The delivery of RSE is monitored by the Physical, Personal and Social Education hub and Principal through:

- collaborative planning,
- learning walks,
- staff/pupil voice etc.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the Physical, Personal and Social Education hub annually. At every review, the policy will be approved by the Principal and the governing body.

Appendix 1: Coverage by year group:

Early Years (including Nursery and Reception)	<p>R1: to communicate their feelings to others, to recognise how others show feelings and how to respond. What makes a good friendship?</p> <p>R4: to recognise what is fair and unfair/right and wrong.</p> <p>R5: to share their opinions on things that matter to them and explain their views through discussions with others or the whole class.</p>
Year 1	<p>R1: to communicate their feelings to others, to recognise how others show feelings and how to respond. What makes a good friendship? (starts in Reception)</p> <p>R2: to recognise their behaviour can affect other people.</p> <p>R4: to recognise what is fair and unfair/right and wrong. (starts in Reception)</p> <p>R5: to share their opinions on things that matter to them and explain their views through discussions with others or the whole class. (starts in Reception)</p> <p>R8: to identify and respect the differences and similarities between people.</p> <p>R11: that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable).</p> <p>R10: 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) - continuation in Year 2</p>
Year 2	<p>R1: to communicate their feelings to others, to recognise how others show feelings and how to respond.</p> <p>R2: to recognise their behaviour can affect other people. What makes a good friend?</p> <p>R3: the difference between secrets and nice surprises (that everyone will find out eventually) and the importance of not keeping secrets that make them feel anxious, uncomfortable or afraid.</p> <p>R6: to listen to other people and play and work constructively (including strategies to resolve simple arguments).</p> <p>R7: to offer constructive support and feedback to others.</p> <p>R9: to identify their special people (family, friends, carers), what makes them special and how special people should care for one another. To understand that others' families may look different to their family.</p> <p>R10: 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) (Started in Year 1)</p>
Year 3	<p>R1. to recognise and respond appropriately to a wider range of feelings in others</p> <p>R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships</p>

	<p>R3. to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support</p> <p>R7. that their actions affect themselves and others</p> <p>R8. to judge what kind of physical contact is acceptable or unacceptable and how to respond</p> <p>R9. 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'</p> <p>R11. to work collaboratively towards shared goals</p> <p>R12. to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves</p> <p>R14. to realise the nature and consequences of teasing and bullying.</p> <p>R18. how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)</p> <p>R21. to understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy</p>
Year 4	<p>R4. to recognise different types of relationship, including those between acquaintances, friends, relatives and families</p> <p>R5. that civil partnerships and marriage are examples of 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</p> <p>R6. that marriage is a commitment freely entered into by both people, that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves</p> <p>R10. to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view</p> <p>R14. to realise the nature and consequences of discrimination, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help)</p> <p>R18. how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)</p> <p>R15. to recognise and manage 'dares'</p> <p>R21. to understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all</p>

	<p>have rights to privacy</p> <p>H18. how their body will, and their emotions may, change as they approach and move through puberty- (Covered in greater depth in Year 5.)</p> <p>H23. about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe</p>
Year 5	<p>R1. to recognise and respond appropriately to a wider range of feelings in others</p> <p>R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships</p> <p>R3. to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support</p> <p>R8. to judge what kind of physical contact is acceptable or unacceptable and how to respond</p> <p>R13. that differences and similarities between people arise from a number of factors (see 'protected characteristics' in the Equality Act 2010)</p> <p>R14. to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help)</p> <p>R16. to recognise and challenge stereotypes</p> <p>H18. how their body will, and their emotions may, change as they approach and move through puberty. About menstrual wellbeing including key facts about the menstrual cycle.</p>
Year 6	<p>R10. to listen and respond respectfully to a wide range of people (Including the LGBT community), to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view</p> <p>R14. to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help)</p> <p>R18. how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)</p> <p>R19. 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</p> <p>R20. that forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others</p> <p>R21. to understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy</p> <p>H19. about human reproduction-how babies are conceived and born.*</p>

	<p>H20. about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact.</p> <p>H25. how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request</p>
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***Parents have the right to withdraw from these areas of Relationship and Sex education only**

Appendix 2: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS	
Name of child	Class
Name of parent	Date
Reason for withdrawing from sex education within relationships and sex education	
Any other information you would like the school to consider	
Parent signature:	

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	<i>Include notes from discussions with parents and agreed actions taken. Eg: Joe Bloggs will be taking part in all relationships and health lessons and during the sex education lessons, he will be working independently on a project in the Year 6 classroom.</i>