



A member of Hatton Academies Trust

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| Title | Relationships and Sex Education Policy |
| Reviewed | January 2026 |
| Next Review | January 2027 |
| Associated Policies | Teaching and Learning Policy Assessment Policy Child Protection Policy |
| Originator | Tom Pugh, Assistant Principal |
| Approved | James Hollingsworth, Principal |

Contents

| | |
|---|----|
| 1. Aims | 3 |
| 2. Statutory requirements | 3 |
| 3. Policy development..... | 3 |
| 4. Definition | 3 |
| 5. Delivery of RSE..... | 4 |
| 6. Roles and responsibilities | 5 |
| 6.1 The Directors | 5 |
| 6.2 The Principal | 5 |
| 6.3 Staff | 5 |
| 6.4 Pupils | 5 |
| 7. Parents..... | 6 |
| 7.1 Parents' right to withdraw | 6 |
| 7.2 Openness with parents | 6 |
| 8. Training | 6 |
| 9. Monitoring arrangements..... | 6 |
| 10. Confidentiality | 7 |
| Appendix A - Curriculum overview and learning outcomes | 8 |
| Appendix B - Safeguarding Curriculum overview and learning outcomes | 9 |
| Appendix C - Parents' Request to Withdraw Children | 10 |

1. Aims

The aims of relationship and sex education (RSE) at our academy 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

2. Statutory requirements

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education. This policy has been written with reference to statutory guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education, and takes account of the revised Department for Education guidance for introduction from September 2026.

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

3. Policy development

Documents that inform this policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping Children Safe in Education (Sept 2025)
- Children's Social Work Act (2017)

Parents/carers are consulted as part of the policy review process and are invited to provide feedback when changes are proposed.

4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information, and exploring issues and values. RSE is not about the promotion of sexual activity.

5. Delivery of RSE

At Oakway Academy RSE is taught within the Personal Development curriculum and other aspects are included in religious education (RE). We use a published scheme to support our teaching of the Personal Development curriculum, Teaching RSE with Confidence. An overview of the modules covered in the RSE curriculum is provided in Appendix A.

In addition to the above scheme we see our RSE programme as supportive of our work to safeguard children. In this policy we pay particular attention to The United Nations Convention on the Rights of the Child (1989) with particular reference to Articles 19 and 34 (the right to be protected from abuse) and Article 17 (the right to reliable information from a variety of sources). In order to educate children about these rights we have included additional modules to enhance the curriculum offer, and details of these are provided in Appendix B.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How to keep healthy and look after yourself during changes of adolescence

Across all Key Stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

These skills are taught within the context of family life. The RSE curriculum is responsive to emerging safeguarding risks, including those arising from online activity, and may be adapted where necessary to meet pupils' needs in an age-appropriate way. RSE is adapted to meet the needs of pupils with SEND and those who may be particularly vulnerable. This may include pre-teaching, visual supports, adapted resources, or additional adult support, with close liaison with the DSL where appropriate.

6. Roles and responsibilities

6.1 The Directors

The Board of Directors will approve the RSE policy, and hold the Principal to account for its implementation.

6.2 The Principal

- Ensure that parents and staff are informed about our RSE policy
- The policy is implemented effectively.
- Ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.
- Managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section 7).

6.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Answering children's questions sensitively and openly. Ensuring that balanced information is provided which will take into account the different faiths' views and avoid any negative impressions
- Answering questions that may arise through the direct teaching of sex education, as well as those that may be asked at other times
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE
- Discussing questions which they feel uncertain about answering with a senior member of staff and answered at a later date. Consideration should be given to religious or cultural factors, and to parents' wishes before questions are answered.
- Recording on CPOMS if they decide to discuss a matter on an individual basis
- 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

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

7. Parents

7.1 Parents' right to withdraw

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

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE. Requests for withdrawal should be put in writing using the form found in Appendix B of this policy and addressed to the Principal.

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

7.2 Openness with parents

Oakway Academy is committed to working openly and transparently with parents and carers in the delivery of Relationships and Sex Education.

Parents are informed in advance about when RSE will be taught and may request to view curriculum materials used to support teaching, including lesson resources and external materials.

Where the school needs to respond to an emerging safeguarding issue that requires content outside the published policy, parents will be informed and relevant materials will be shared on request.

8. Training

Staff are trained on the delivery of RSE as part of their induction and as part of our continuing professional development programme.

The Principal will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE. Where external visitors are used to support the delivery of RSE, the school ensures that content is agreed in advance, delivered in line with this policy, and that visitors are appropriately supervised. External provision supplements, but does not replace, teacher-led RSHE.

9. Monitoring arrangements

This policy and schemes of work will be regularly reviewed and any feedback from teachers, parents/carers and pupils will be considered.

The delivery of RSE will be monitored through planning scrutinies and learning walks.

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

This policy will be reviewed by Tom Pugh (Assistant Principal) annually. At every review, the policy will be approved by the Board of Directors. This policy is published on the school website and is available free of charge to parents/carers on request.

10. Confidentiality

Teachers conduct RSE lessons in a sensitive manner. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances, the teacher will talk to the child as a matter of urgency. If the teacher has concerns, they will draw these to the attention of the designated person responsible for child protection, or the Principal.

Appendix A - Curriculum overview and learning outcomes

| Year Group and Theme | Lessons | Learning Outcomes |
|--|---|--|
| Early Years Our Lives | 1: Our day 2: Keeping ourselves clean 3: Families | To consider the routines and patterns of a typical day To understand why hygiene is important To recognise that all families are different |
| Year 1 Growing and Caring for Ourselves | 1: Keeping clean 2: Growing and changing 3: Families and care | To understand some basic hygiene principles To introduce the concept of growing and changing To explore different types of families and who to ask for help |
| Year 2 Differences | 1: Differences boys and girls 2: Differences male and female 3: Naming the body parts | To introduce the concept of male and female and gender stereotypes To identify differences between males and females To explore some of the differences between males and females and to understand how this is part of the lifecycle To focus on sexual difference and name body parts |
| Year 3 Valuing Difference and Keeping Safe | 1: Differences male and female 2: Personal space 3: Family differences | To explore the differences between males and females and to name the body parts To consider touch and to know that a person has the right to say what they like and dislike To explore different types of families and who to go to for help and support |
| Year 4 Growing Up | 1: Growing and changing 2: What is puberty? 3: Puberty changes and reproduction | To explore the human lifecycle To identify some basic facts about puberty To explore how puberty is linked to reproduction |
| Year 5 Puberty | 1: Talking about puberty 2: Male and female changes 3: Puberty and hygiene | To explore the emotional and physical changes occurring in puberty To understand male and female puberty changes in more detail To explore the impact of puberty on the body & the importance of hygiene To explore ways to get support during puberty |
| Year 6 Puberty, relationships and reproduction | 1: Puberty and reproduction 2: Understanding relationships 3: Conception and pregnancy 4: Communication in relationships | To consider puberty and reproduction To consider physical & emotional behaviour in relationships To explore the process of conception and pregnancy To explore positive and negative ways of communicating in a relationship |

Appendix B - Safeguarding Curriculum overview and learning outcomes

| Year Group and Theme | Lessons | Learning Outcomes |
|--|--|--|
| Early Years RSE | 1: NSPCC Pantasaurus | To understand and begin to learn the PANTS rules To name body parts and begin to know which should be kept private |
| Year 1 RSE | 1: NSPCC PANTS 2: Touch, 1 Decision (KS1) | To recap the PANTS rules To know which parts should be private To know the difference between appropriate and inappropriate touch To understand that they have the right to say “no” to unwanted touch To start thinking about who they trust and who they can ask for help. |
| Year 2 RSE / computer safety | 1: My body is mine (KS1) 2: Image sharing, 1 Decision | To recognise that some things are private and the importance of respecting privacy To know that parts of their body covered by underwear is private To know how to respond if physical contact makes them feel uncomfortable or unsafe |
| Year 3 RSE | 1: My body is mine (LKS2) | To recognise different types of physical contact To know what is acceptable and unacceptable To know strategies to respond to unwanted physical contact. |
| Year 4 RSE | 1: Touch, 1 Decision (KS2) | To understand the difference between appropriate and inappropriate touch To know why it is important to care about other people’s feelings To understand personal boundaries To know who and how to ask for help |
| Year 5 RSE | 1: My body is mine (UKS2) | To recognise different types of physical contact To know what is acceptable and unacceptable To know strategies to respond to unwanted physical contact. To learn about seeking and giving permission (consent) in different situations. |
| Year 6 RSE | 1: It’s my body (UKS2) | To recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary To recognise different types of physical contact; what is acceptable and unacceptable To know strategies to respond to unwanted physical contact To know about seeking and giving permission (consent) in different situations To learn about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to To know when it is right to break a confidence or share a secret |

Appendix C - Parents' Request to Withdraw Children

| 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: Child X will be taking part in all relationships lessons and during the sex education lessons, they will be working independently on a project in the Year 5 classroom</i> |
| | |