



Relationships, Sex and Health Education Policy

October 2026

Review Date: October 2027

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1. Introduction

1.1 -The school aims to provide a stimulating and caring environment in which each child may experience high standards of education and preparation for the future, working in partnership with parents and the local community.

1.2 -Advice will be taken from all appropriate sources and, where necessary, the policy will be adapted to meet each child's needs as an individual. Safeguarding procedures will be followed.

1.3 -The policy will be sensitive towards the established morals and values framework of all major world religions and philosophies and will be complementary with the Religious Education Policy of the school. All pupils, regardless of age, disability, sex, race, religion or belief, gender reassignment, sexual orientation, pregnancy or maternity, or any other protected characteristic, will have equal access to and opportunities to benefit from Relationships, Sex and Health Education.

2. Aims

The aims of relationships and sex education (RSHE) 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
- Promote understanding of healthy, respectful relationships and support pupils to develop the knowledge, skills and values needed to make safe and informed choices
- Teach pupils the correct vocabulary to describe themselves and their bodies

3. Statutory Requirements

As a primary academy, we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science, which would include the elements of sex education contained in the science curriculum.

In teaching RSHE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At NET Academies, we teach RSHE as set out in this policy.

4. Policy development

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

- 1) Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
- 2) Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
- 3) Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
- 4) Pupil consultation – we investigated what exactly pupils want from their RSHE
- 5) Ratification – once amendments were made, the policy was shared with governors and ratified

5. Definition

We define Relationships, Sex and Health Education (RSHE) as a lifelong learning process through which children acquire the knowledge, understanding, skills and values they need to lead safe, healthy and fulfilling lives. RSHE supports pupils to build positive relationships, develop resilience and character, understand how to keep themselves safe, and prepare for the opportunities, responsibilities and experiences of later life.

RSHE enables pupils to develop respectful relationships, recognise the importance of family and caring relationships, understand personal boundaries and privacy, and know how to seek help and support when needed. It also supports children in understanding physical, emotional and social development, including the changes associated with puberty, human reproduction, and the importance of maintaining good physical and mental health.

1. Knowledge and Understanding

This includes learning about families and the people who care for us, caring and respectful friendships, respectful relationships and the importance of treating others with kindness, honesty and consideration. Children will develop an understanding of personal safety, including online safety, personal privacy, boundaries and bodily autonomy. They will learn about the physical, emotional and social changes associated with puberty, human reproduction and pregnancy, similarities, differences and diversity within society, including different family structures, beliefs and backgrounds, healthy and unhealthy relationships, stereotyping, prejudice and discrimination, as well as who trusted adults are and how, when and where to seek help and support.

2. Personal and Social Skills

This includes developing the skills to communicate effectively and listen respectfully to others, build and maintain positive friendships and relationships, and demonstrate kindness, empathy and respect. Children will learn how to manage emotions, respond positively to change and challenge, recognise and communicate personal boundaries, and respect the boundaries and feelings of others. They will also develop the skills to make safe, informed and responsible decisions, assess risk, keep themselves safe online and offline, seek support from trusted adults when needed, and develop resilience, confidence and self-respect.

3. Values and Attitudes

This includes encouraging children to value themselves and others and to appreciate the importance of kindness, honesty, respect and responsibility. Pupils will develop an understanding of difference, diversity and equality, recognise the importance of families and stable, caring relationships, and understand that all people should be treated with dignity and respect. They will be encouraged to challenge prejudice, discrimination and harmful stereotypes, recognise that bullying, abuse, exploitation and coercive behaviour are never acceptable, and develop a sense of responsibility as members of their school, local and wider communities.

RSHE equips pupils with the knowledge, skills, values and understanding necessary to build positive relationships, maintain good physical and mental health, respect themselves and others, stay safe and know where to seek help when needed. RSHE is taught in an age-appropriate manner and prepares children for the opportunities, responsibilities and experiences of later life.

6. Curriculum and Delivery of RSHE

Our curriculum is set out per year group but may need to adapt it as and when necessary to meet the needs of pupils.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Relationships, Sex and Health Education (RSHE) is delivered through our My Happy Mind programme, which supports pupils' personal development, emotional wellbeing, mental health and relationships education. RSHE learning is further enhanced through the wider curriculum, including Science, Religion and Worldviews (RWV), assemblies and safeguarding opportunities.

Pupils in Year 6 receive age-appropriate sex education lessons as part of the school's RSHE curriculum.

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

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

Through these areas pupils learn about kindness, respect, honesty, trust, personal boundaries, privacy, consent in an age-appropriate context, seeking support from trusted adults, and building positive relationships with others.

- Respect for others and understanding differences
- Personal boundaries and privacy
- Recognising healthy and unhealthy relationships
- Seeking help and support when needed
- Understanding the importance of respecting personal boundaries, seeking and giving permission appropriately, and recognising that each person has the right to make decisions about their own body

Health Education and Science learning includes:

- Physical and emotional changes associated with puberty.
- Personal hygiene and self-care.
- Human growth and development.
- Reproduction as set out within the National Curriculum for Science.
- Pregnancy and gestation in an age-appropriate manner.
- Seeking support and advice from trusted adults.

Sex Education lessons (delivered through My Happy Mind Plus) include:

- Human reproduction.
- How a baby is conceived.
- How a baby develops before birth.
- How a baby is born.
- The importance of stable, caring and loving relationships in bringing up children.
- Where to seek reliable information and support about growing up and relationships.

The RSHE curriculum (DfE, 2025/26) states that within Relationships Education, primary-aged pupils should be taught how to develop positive, respectful relationships with others. This includes learning how to take turns, show kindness, consideration and respect, demonstrate honesty and trustworthiness, and understand the importance of treating others fairly and with dignity. Pupils should learn about personal privacy, personal boundaries and bodily autonomy, including how to communicate their own boundaries and respect those of others.

Pupils should also be taught to recognise appropriate and inappropriate forms of physical contact, understand that everyone has the right to feel safe, and know how to seek help and support if something makes them feel uncomfortable, worried or unsafe. Through this learning, children develop the knowledge and skills needed to build healthy relationships, keep themselves safe and demonstrate respect for themselves and others, both offline and online.

For more information about our RSHE curriculum, see Appendices 1 and 2.

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 take many forms, including single-parent families, families headed by grandparents, adoptive families, foster families, families with same-sex parents or carers, and other family 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).

6.1 Pupils with special educational needs and/or disabilities

The Trust will endeavour to ensure that RSHE, Relationships Education and Health Education is accessible for all pupils. We are aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND and RSHE, Relationships Education and Health Education may be particularly important for such pupils, for example those with Social, Emotional and Mental Health needs or learning disabilities. Teaching will be sensitive, age-appropriate, developmentally appropriate, differentiated and personalised to meet the specific needs of pupils at different developmental stages.

Staff will make reasonable adjustments to alleviate disadvantage faced by pupils with disabilities and will be mindful of the SEND Code of Practice and the Trust's SEND Policy when planning for these subjects. Staff will use a variety of different strategies to ensure that all pupils have access to the same information.

6.2 Equality, Diversity and Inclusion

In teaching Relationships, Sex and Health Education, the Trust will ensure that all pupils understand the importance of equality, inclusion and respect for others. Teaching will reflect the diversity of the local community and wider society and will be delivered in an age-appropriate manner. The curriculum will include learning about different families, caring relationships and the importance of treating everyone with dignity and respect.

The Trust will comply with the requirements of the Equality Act 2010 and will ensure that no pupil experiences discrimination because of a protected characteristic. Teaching and learning will foster respect for others and challenge prejudice, stereotypes and discrimination.

Where relevant to the curriculum content being taught, pupils will learn about different family structures and relationships, including families with LGBT+ parents or carers. Such content will be integrated within the wider Relationships Education curriculum rather than taught as a standalone unit, ensuring that all children feel represented and respected.

6.3 Safeguarding

RSHE plays a vital role in the school's safeguarding curriculum. Through RSHE, pupils learn how to recognise risks, seek support, report concerns and understand their rights to safety and protection. Staff will follow the school's safeguarding and child protection procedures where any concerns arise from RSHE teaching or pupil disclosures.

7. Roles and Responsibilities

7.1 The governing board

The governing board will approve the RSHE policy, and hold the headteacher of each school to account for its implementation.

7.2 The Headteacher / Head of School

The headteacher is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSHE (see section 8).

7.3 Staff

Staff are responsible for:

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

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

Class teachers are responsible for teaching RSHE in each school.

7.4 Pupils

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

8. Parents' Right to Withdraw

Parents do not have the right to withdraw their child from Relationships Education, Health Education or the statutory National Curriculum Science content. Teaching about physical and emotional changes during puberty, human growth and development, pregnancy and gestation, and reproduction contained within the statutory Science and Health Education curriculum is mandatory and parents do not have the right to withdraw their child from this learning.

Parents have the right to request withdrawal from the non-statutory components of Sex Education. The Headteacher will discuss the request with parents to ensure they understand the nature and purpose of the curriculum content before a decision is made.

Sex Education lessons are taught in the Spring term of Year 6. Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the headteacher.

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

9. Training

Staff are trained on the delivery of RSHE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurse or sexual health professionals, to provide support and training to staff teaching RSHE.

10. Complaints

Any cause for concern should be discussed as quickly as possible with the class teacher or the Head of School / Headteacher. If the complaint cannot be resolved to the complainant's satisfaction they should follow the complaints procedure.

11. Monitoring Arrangements

- The delivery of RSHE is monitored by subject lead through:
- Planning checks
- Lesson Observations
- Discussions with children
- Pupils' development in RSHE is monitored by class teachers as part of our internal assessment systems.
- This policy will be reviewed by NET Academies. At every review, the policy will be approved by the governing body.

Appendix 1

<p>My Happy Mind Plus is the school's chosen platform for delivering Personal, Social, Health and Economic (PSHE) Education, Relationships Education and Health Education. The programme has been carefully designed to ensure full coverage of the statutory Department for Education requirements and provides a progressive curriculum that meets all DfE PSHE objectives across Key Stages 1 and 2.</p> <p>As an NHS-backed programme, My Happy Mind Plus combines evidence-based approaches to mental health and wellbeing with comprehensive Relationships, Health and PSHE education. The curriculum equips children with the knowledge, skills and understanding they need to build positive relationships, maintain good physical and mental health, develop emotional resilience, stay safe and prepare for their future lives.</p> <p>The programme is delivered through five core modules: Meet Your Brain, Celebrate, Appreciate, Relate and Engage. These modules develop children's understanding of themselves and others while promoting self-awareness, emotional regulation, confidence, empathy and positive relationships. In addition, the enhanced My Happy Mind Plus curriculum ensures that all statutory and non-statutory DfE PSHE objectives are taught through a coherent, age-appropriate and progressive sequence of learning.</p> <p>Through My Happy Mind Plus, children learn about mental wellbeing, healthy lifestyles, relationships, personal safety, online safety, citizenship and preparing for the wider world. Learning is revisited and built upon each year, enabling pupils to deepen their understanding and apply their knowledge confidently as they move through the school.</p> <p>Our aim is for all children to develop the knowledge, skills and habits they need to flourish academically, socially and emotionally, while fostering positive mental health and wellbeing throughout their lives.</p>	<div> My Happy Body</div> <p>Section 1: Relationships (Sex) and Health Education (RSHE)</p> <p>My Happy Body teaches children how to look after their physical, emotional and mental health. Pupils learn about mental wellbeing, managing emotions, healthy lifestyles, nutrition, exercise, hygiene, sleep, personal safety, first aid and the effects of medicines, drugs, alcohol and vaping. The module also covers age-appropriate Relationships and Sex Education, including body awareness, puberty, reproduction, consent, boundaries, safeguarding and staying safe.</p>	<div> My Happy Relationships</div> <p>Section 1: Relationships (Sex) and Health Education (RSHE)</p> <p>My Happy Relationships supports children in developing positive and respectful relationships with others. Pupils learn about families, friendships, diversity, equality, respect, kindness and inclusion. They explore what makes healthy relationships, how to manage disagreements, seek help when needed, recognise unsafe situations and understand the importance of trust, consent and personal boundaries. The curriculum also promotes understanding and respect for different family structures and identities.</p>	<div> My Happy World</div> <p>Section 2: Economic Wellbeing and Careers Education</p> <p>My Happy World prepares children for life beyond school by developing their understanding of online safety, economic wellbeing and future aspirations. Pupils learn how to stay safe online, think critically about digital content, recognise misinformation and respond to online risks. They also develop an understanding of money, saving, budgeting and financial decision-making, while exploring their strengths, interests, future goals and a wide range of careers and opportunities.</p>														
<div> Meet Your Brain</div> <p>"Meet Your Brain" is a core module of the My Happy Mind program, a science-based mental wellbeing education for children that teaches them how their brain works, fostering resilience and self-regulation. Children learn about key brain parts like the hippocampus, amygdala, and</p>	<div> Celebrate</div> <p>The Celebrate module within the My Happy Mind program is designed to help children understand and appreciate their unique character strengths, which are the positive traits that make them special. By learning to identify and use their individual strengths, children build self-esteem and confidence, recognizing that these personal qualities</p>	<div> Appreciate</div> <p>In the My Happy Mind program, the "Appreciate" module focuses on cultivating gratitude and thankfulness for ourselves, others, and experiences. Children learn to develop an attitude of gratitude as a key part of their mental wellbeing, understanding its positive impact and making it a positive habit.</p>															
<p>prefrontal cortex (collectively called TEAM H-A-P), the concept of neuroplasticity, and techniques like happy breathing to manage their emotions and perform at their best. Children learn the brain is an organ that can change and grow, and they can control how they use and care for it.</p>	<p>are a source of inner strength and help them be their best. The module introduces evidence-based concepts that everyone possesses different character strengths, such as kindness, creativity, or perseverance.</p>	<p>Children are encouraged to value their own unique qualities and build self-esteem.</p>															
<div> Relate</div> <p>The Relate module of the My Happy Mind program teaches children about the importance of positive relationships and how to build them. It focuses on developing crucial skills like good listening, understanding other perspectives, and showing gratitude towards others for different viewpoints. The module aims to equip children with the building blocks for strong friendships and social connections, preparing them to be their best selves in various situations. Children learn why good relationships matter and gain practical strategies for forming and maintaining healthy friendships. It teaches children to pause, consider, and understand different points of view rather than jumping to conclusions, fostering empathy and acceptance of others.</p>	<div> Engage</div> <p>The Engage module within My Happy Mind is about teaching children how to set meaningful goals and develop a growth mindset to build resilience and self-esteem. It emphasizes perseverance, goal setting, and reflecting on the learning journey, teaching children to work towards achieving their aims and to keep trying even when facing challenges. It helps children understand what goals are and how to set their own meaningful ones. The module focuses on building resilience by teaching perseverance and how to keep trying even when a goal is difficult to achieve. Engage encourages self-reflection, where children review their progress, understand what support they needed, and acknowledge that it's okay if they didn't always succeed, as long as they tried their best</p>																
<p><u>Consent</u></p> <p>All year groups, will cover consent during the RSE curriculum. However, consent is also further supplemented in all year groups. All classes engage in a specific consent lessons using the resources from the NSPCC learning platform. These lessons are delivered in an age appropriate manner and build progressively year on year. The NSPCC have developed, lesson plans, slide presentations, and classroom activities with the PSHE Association to help schools and nurseries talk PANTS with children, without ever using scary words or even mentioning sex.</p> <p>This scheme of work has been awarded the Quality Mark. An award given exclusively to resources that meet the PSHE Association's best practice principles for safe and effective PSHE education. The resources are also effectively scaffolded for children with SEND and early years settings.</p>	<div></div> <p><u>Online Safety</u></p> <p>My Happy Mind Plus provides comprehensive coverage of online safety and digital wellbeing through its My Happy World curriculum and wider safeguarding content. The programme aligns with the UKCIS Education for a Connected World Framework by teaching pupils how to stay safe online, manage online relationships, critically evaluate information, understand privacy and consent, maintain positive digital wellbeing and seek support when concerns arise. Learning is progressive across Key Stages 1 and 2 and supports pupils in meeting the age-related expectations outlined within the UKCIS framework.</p> <table><tr><th>Year Group</th><th>Online Safety Focus</th></tr><tr><td>Year 1:</td><td>Using technology safely, trusted adults, being kind online</td></tr><tr><td>Year 2:</td><td>Understanding online rules and age restrictions</td></tr><tr><td>Year 3:</td><td>Recognising reliable and unreliable information</td></tr><tr><td>Year 4:</td><td>Online communication, cyberbullying and reporting concerns</td></tr><tr><td>Year 5:</td><td>Privacy, consent, digital footprints and online relationships</td></tr><tr><td>Year 6:</td><td>AI, misinformation, scams, critical thinking and managing online risks</td></tr></table>			Year Group	Online Safety Focus	Year 1:	Using technology safely, trusted adults, being kind online	Year 2:	Understanding online rules and age restrictions	Year 3:	Recognising reliable and unreliable information	Year 4:	Online communication, cyberbullying and reporting concerns	Year 5:	Privacy, consent, digital footprints and online relationships	Year 6:	AI, misinformation, scams, critical thinking and managing online risks
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My Happy Mind Curriculum Overview



What is covered?

myHappymind

Core programme that teaches children preventive habits to look after their mental health.



myHappyworld

Maps to:

Section 2: Economic Wellbeing and Careers Education

Covers:

Online Life and safety
Economic Wellbeing
Careers Education: aspirations, learning and work
Drug Education

Number of Lessons:

KS1 – 5 Lessons
LKS2 – 5 Lessons
UKS2 – 8 Lessons

myHappyrelationships

Maps to:

Section 1: Relationships (Sex) and Health Education (RSHE)

Covers:

Families
Friendships
Respecting self and others
Safe relationships

Number of Lessons:

KS1 – 7 Lessons
LKS2 – 4 Lessons
UKS2 – 6 Lessons

myHappybody

Maps to:

Section 1: Relationships (Sex) and Health Education (RSHE)

Covers:

Mental Health and Wellbeing
Keeping Healthy and Well
Physical Activity and Nutrition
Changing and growing up
Personal Safety and First Aid

Number of Lessons:

KS1 – 11 Lessons
LKS2 – 11 Lessons
UKS2 – 12 Lessons

Appendix 2

This form will be sent by our online communication system annually:

To be completed by parents			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationship and sex education			
Any other information you would like the school to consider			
Parent signature			