



# **SEX AND REALTIONSHIP EDUCATION AND HEALTH EDUCATION POLICY FOR LEIGHTON ACADEMY**

|                     |               |
|---------------------|---------------|
| Policy lead:        | B Minshall    |
| Approval date:      | 21.04.2026    |
| Next review date:   | 21.04.2029    |
| Approval needed by: | Principal/LGB |

Leighton Academy is part of The Learning Partnership.



# Relationships and Sex Education (RSE) and Health Education Policy

## Overview and Aim

Based on guidance for the *DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education, July 2025*, the teaching of RSE focuses on developing the knowledge and skills that form the foundation of positive relationships, helping children grow into respectful, caring individuals who understand how to keep themselves and others safe. It prepares pupils for more complex learning at secondary school by supporting emotional development, such as managing feelings within friendships. Teaching of the RSE curriculum should recognise and positively represent a wide range of family structures and ensure that no child is stigmatised because of their home circumstances. The curriculum should also help pupils understand boundaries, privacy, and their rights over their bodies and personal information, enabling them to recognise risks, bullying and different forms of abuse, including online. Pupils will be taught how to seek help and report concerns, and teaching will emphasise that abuse is never the child's fault. All content will be age-appropriate, sensitive and delivered in a way that protects children without causing unnecessary alarm, with parents informed of any changes to the RSE curriculum delivery.

## The aim of RSE is to:

- Provide pupils with the knowledge and skills to develop positive, respectful and healthy relationships, including friendships and family relationships.
- Promote kindness, respect, empathy and responsibility in interactions with others.
- Help pupils understand personal boundaries, privacy and consent, and the importance of respecting their own and others' bodies.
- Enable pupils to recognise unsafe situations, bullying or abuse, including online risks, and know how to report concerns and seek help.
- Ensure pupils understand and respect different family structures and backgrounds, promoting inclusion and equality.
- Support pupils' emotional wellbeing and personal development, preparing them for the social and emotional changes they will experience as they grow.

## **Delivery of RSE Curriculum**

### **Intent:**

At our school, Relationships and Sex Education (RSE) is delivered through the Kapow Primary RSE and PSHE scheme, ensuring a structured and progressive approach that meets the statutory requirements for Relationships and Health Education. Our intent is to equip pupils with the knowledge, skills and understanding they need to form positive relationships, respect themselves and others, and keep themselves safe and healthy. Through an age-appropriate curriculum, pupils learn about families and caring relationships, respectful friendships, personal boundaries, online safety, and the physical and emotional changes associated with growing up. By using the condensed Kapow curriculum, we prioritise the key statutory learning while ensuring pupils develop the confidence and vocabulary needed to navigate relationships and wellbeing throughout their lives.

### **Implementation:**

RSE is taught through the Kapow Primary scheme using the condensed curriculum model, which focuses on delivering the most essential statutory content while maintaining progression across year groups. Lessons are carefully sequenced to ensure that pupils revisit and build upon key concepts as they move through the school. Teaching covers areas including families and relationships, safety and the changing body, and aspects of health and wellbeing relevant to RSE. Lessons use discussion, scenario-based learning and reflective activities to support pupils in developing understanding and empathy. Staff create a safe and inclusive environment where pupils feel comfortable asking questions and discussing sensitive topics in an age-appropriate way.

### **Impact:**

Through the delivery of the Kapow RSE curriculum, pupils develop a secure understanding of healthy relationships, respect, personal safety and emotional wellbeing. Pupils can recognise different types of relationships, understand the importance of kindness and respect, and identify ways to keep themselves safe both offline and online. They develop the vocabulary and confidence to talk about their feelings and seek help when needed. The curriculum supports pupils in preparing for the changes they will experience as they grow and helps them develop the knowledge and attitudes needed to build positive relationships now and in the future.

We also apply a cross-curricular approach, through Science and Personal Development throughout the academic year. In Personal Development, we teach children about different relationships, and we encourage children to discuss issues. We also follow the guidance material in the national scheme of work for science. In Key Stage 1 we teach children about how animals, including humans, move, feed, grow and reproduce, and we also teach them

about the main parts of the body. Children learn to appreciate the differences between people and how to show respect for each other. These cross curricular experiences help to contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing. The personal beliefs and attitudes of teachers will not influence the teaching of RSE in this school.

As part of RSE, pupils should be taught about the nature and importance of marriage for family life and bringing up children. But the Government recognises – as in the Home Office, Ministerial Group on the Family consultation document Supporting Families - that there are strong and mutually supportive relationships outside marriage. Therefore, pupils should learn the significance of marriage and stable relationships as key building blocks of community and society. Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances.

### **Knowledge Progression: Learning Objectives**

#### **Year 1:**

- To know that some types of physical contact are never appropriate
- To know that some things are unsafe to put onto or into my body and to ask an adult if I'm not sure
- To know that an emergency is a situation where someone is badly hurt, very ill or a serious accident has happened
- To know that the emergency services are the police, fire service and the ambulance service

#### **Year 2:**

- To know that I should tell an adult if I see something which makes me uncomfortable online
- To understand the difference between secrets and surprises
- To know that medicine can help us when we are ill
- To understand that we should only take medicines when a trusted adult says we can
- To know the names of parts of my body including private parts

#### **Year 3:**

- To understand that cyberbullying is bullying which takes place online
- To know the rules for being safe near roads
- To understand that other people can influence our choices
- To know that it is important to maintain the safety of myself and others, before giving first aid.

#### **Year 4:**

- To understand that there are risks to sharing things online
- To know the different between private and public

- To understand the risks associated with smoking tobacco
- To understand the physical changes to both male and female bodies as people grow from children to adults

#### **Year 5:**

- To know the steps to take before sending a message online (using the THINK mnemonic)
- To know some of the possible risks online
- To know some strategies I can use to overcome pressure from others and make my own decisions
- To understand the process of the menstrual cycle
- To know the names of the external sexual parts of the body and the internal reproductive organs
- To know that puberty happens at different ages for different people
- To know how to assess a casualty's condition

#### **Year 6:**

- To understand that online relationships should be treated in the same way as face-to-face relationships
- To know where to get help with online problems
- To understand the risks associated with drinking alcohol
- To understand how a baby is conceived and develops
- To know how to conduct a primary survey (using DRSABC)

### **Answering Difficult Questions**

Prior to starting any education with children about RSE, all teaching staff involved will establish a set of ground rules which everyone will follow.

- If a question is too personal, teaching staff will remind the child about the ground rules.
- If a child needs further support, they will be referred to the relevant adult – starting with their class teacher, parent/guardian where appropriate, family liaison officer, school nurse, Principal or an external agency (authorised by the Principal and Local Authority).
- If a question is felt to be too explicit, it will be acknowledged and the teaching staff will meet the child who has asked the question later with another member of staff and parent/guardian. The Principal will be notified on the meeting.
- If the answer to a question is not known the teaching staff should not provide opinions.
- Any concern about sexual abuse will be followed up under the safeguarding child protection procedures – notifying and recording the incident immediately to the designated safeguarding lead or deputy.

## **Parental Involvement**

All parents will be notified and asked for their consent prior to any unit that is taught about RSE. Parents will be informed of how long this unit of work will take and it is the parents' responsibility to ensure that their child attends all sessions of the unit. Parents will be invited to a drop-in session to view examples of lesson plans, lesson PowerPoints and to view the current RSE policy. Following this, an email will be sent out from each year group outlining what is taught in their unit of work and to provide parents with the opportunity to ask any questions they may have. On the school website, the scheme of work for each year group identifies which lessons are taught within the RSE unit of work. Lesson plans are available to view on request. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. We therefore will:

- inform parents about the school's sex education policy and practice;
- make the scheme of work available on the school website;
- provide lesson plans upon request from parents/carers;
- notify parents of any external visitors who may be teaching or discussing RSE;
- answer any questions that parents may have about the sex education of their child;
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex education in the school;
- encourage parents to be involved in reviewing the school policy and making modifications to it as necessary.

Parents have the right to withdraw their child from the sex education part of the RSE programme only but all children must complete the health and relationships education part as outlined by the DfE. If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the class teacher and Principal, making it clear which aspects of the programme they do not wish their child to participate in, stating a reason why for this decision. If this situation arises the Principal should be notified and the parents invited in to explore the concerns that s/he has about the RSE unit been taught, and to discuss the impact that being withdrawn from these lessons will have on the child. Parents must provide a written acknowledgement that it is their decision to withdraw their child from these sessions.

## **Visitors**

The majority of RSE lessons are taught by the class teacher. However, if staff feel it is appropriate, external agencies may be used to team teach and deliver the RSE curriculum, including members of the Local Health Authority, school nurse and other health professionals. This will be discussed with the Personal Development coordinator and Principal prior to implementation.

## **Confidentiality**

All staff who are involved in the teaching of RSE will work within the child protection guidelines (see child protection policy) and make a clear statement that while they will listen to any questions or concerns that every child has, they cannot guarantee a child absolute confidentiality. Teachers will conduct RSE lessons in a sensitive manner and in relevant confidence. Confidences may be shared among the staff of the school if a member of staff feels that this will help them to deal with an issue that arises which, as a result will be of benefit to the well-being of the child involved. Any confidences must first be shared with the principal. Any concerns, or if a child indicates that they may be at risk, must immediately be recorded and shared with the designated safeguarding lead and Principal, in line with the safeguarding and child protection policy.