



Relationships and Sex Education Policy

October 2025

Review date: October 2026

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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, ability, sex or race will have the same opportunities to benefit from the sex education programme.

2. 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

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 RSE, 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 RSE 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 RSE
- 5) Ratification – once amendments were made, the policy was shared with governors and ratified

5. Definition

We define RSE (within PSHE) as being part of lifelong learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It aims to give pupils essential skills for building positive, enjoyable, respectful and non-exploitive relationships and to stay safe on and offline. It enables exploration of attitudes and values, helps build self-esteem and confidence to view their sexuality positively.

Relationship and Sex Education is not just learning about growing up, changes and reproduction. It is also about enabling children to make and maintain relationships with others, to understand about human sexuality and to feel good about themselves and the choices they make. This involves helping children to gain knowledge, develop skills and form positive beliefs and attitudes.

1. Knowledge and Understanding including; emotional, social and physical aspects of growing up, puberty, reproduction and pregnancy, similarities and differences between males and females, parts of the human body including the male and female reproductive parts, gender stereotyping and discrimination, different families, different types of relationships, healthy and unhealthy relationships and where to get help if needed.

2. Personal and Social Skills including; talking and listening to others, managing emotions, making friends and managing friendships, forming and maintaining loving, caring and respectful relationships, developing self-respect and empathy for others, respecting the differences between people, resilience to cope with change, making responsible and safe decisions, including on line .

3. Attitudes and Values including; feeling positive about growing up, the importance of respect, care and love, the value of family life, the importance of stable and loving relationships, including marriage and civil partnerships, respect for rights and responsibilities in relationships, understanding that exploitation and violence in relationships is unacceptable, acceptance of difference and diversity, promoting gender equality.

RSE is not about the promotion of sexual activity.

6. Curriculum

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.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

For more information about our curriculum, see our curriculum map in Appendix 1.

7. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in Religion and Worldviews (RW).

Pupils also receive stand-alone sex education sessions.

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

Sex education sessions will involve:

- Preparing boys and girls for the changes adolescence brings
- How a baby is conceived and born

The RSHE curriculum (DfE, 2019) states that in relationships education in primary school: “Pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission-seeking and giving, and the concept of personal privacy.

“Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary.”

For more information about our RSE 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 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).

7.1 Pupils with special educational needs and/or disabilities

The Trust will endeavour to ensure that RSE, 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 RSE, 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.

7.2 Lesbian, Gay, Bisexual and Transgender

In teaching Relationships Education and RSE, the Trust endeavours to ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools will ensure that they comply with the relevant provisions of the Equality Act 2010, (please see The Equality Act 2010 and schools: Departmental advice), under which sexual orientation and gender reassignment are amongst the protected characteristics. Schools will

ensure that all of their teaching is sensitive and age appropriate in approach and content. At the point at which schools consider it appropriate to teach their pupils about LGBT, they will ensure that this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a standalone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum.

8. Roles and Responsibilities

8.1 The governing board

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

8.2 The Headteacher / Head of School

The headteacher 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 8).

8.3 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
- 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 headteacher.

Class teachers are responsible for teaching RSE in each school.

8.4 Pupils

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

9. 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.

Sex Education lessons are taught in the Summer term of Year 5 and 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.

10. Training

Staff are trained on the delivery of RSE 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 nurses or sexual health professionals, to provide support and training to staff teaching RSE.

11. Complaints

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

12. Monitoring Arrangements

- The delivery of RSE is monitored by subject lead through:
- Planning checks
- Lesson Observations
- Discussions with children
- Pupils' development in RSE 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.

Appendices

Appendix 1

My Happy Mind covers all the mandatory objectives from the DfE Relationships Education Curriculum and also around 70% of the PSHE objectives. Jigsaw compliments My Happy Mind by delivering the remaining PSHE objectives over the course of KS1 and KS2. My Happy Mind is an NHS-backed programme which focuses on science-based, preventative habits that support and promote good mental health in all children. My Happy Mind is delivered over 5 modules, Meet Your Brain, Celebrate, Appreciate, Relate and Engage. Throughout the year, the children shall also cover 3 of the Jigsaw PSHE units, which again build progressively year on year. These units are: Healthy Me, Relationships and Changing Me. Along with the e-safety lessons, which the children shall already cover in our RSE curriculum, the school also supplements this with further e-safety lessons using the platform ProjectEvolve.	 Healthy Me	 Relationships	 Changing Me
	Healthy Me covers two main areas of health: Emotional/mental health (relaxation, being safe, friendships, mental health skills, body image, relationships with food, managing stress) and Physical health (eating a balanced diet, physical activity, rest and relaxation, keeping clean, drugs and alcohol, being safe, first aid). Most of the statutory content for Health Education (DfE) is contained within this Puzzle.	The Relationships Puzzle starts with building a respectful relationship with self and covers topics including families, friendships, pets and animals, and love and loss. A vital part of this Puzzle is about safeguarding and keeping children safe; this links to online safety and social networking. Children learn how to deal with conflict, build assertiveness skills, and identify their own strengths and strategies for building self-esteem and resilience. They explore roles and responsibilities in families and friendship groups, and consider stereotypes.	This deals with change of many types, from growing from young to old, becoming a teenager, assertiveness, puberty, self-respect and safeguarding.
 Meet Your Brain	 Celebrate	 Appreciate	
	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 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.	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 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.	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. Children are encouraged to value their own unique qualities and build self-esteem.

 Relate 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.	 Engage 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.
 Consent 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. 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.	 Online Safety ProjectEVOLVE centres on each of the 330 statements from UK Council for Internet Safety's (UKCIS) framework "Education for a Connected World" with perspectives; research; activities; outcomes and supporting resources. These lessons are taught in every year group and supplement the e-safety already covered in our RSE curriculum. The purpose of the lessons are to "evolve" the online safety messages that children and young people are being taught. The platform aids in educating the children on the ever-changing risks online by providing meaningful lessons and activities that are age-appropriate to the risks children may face online. This assists educators to guide young people in developing the necessary knowledge, skills, behaviours, and attitudes for a safe and positive online experience.

My Happy Mind Curriculum Overview



Jigsaw PSHE Curriculum Content Overview

Age Group	Healthy Me	Relationships	Changing Me
Ages 3-5 (F1-F2)	- Exercising bodies - Physical activity - Healthy food - Sleep - Keeping clean - Safety	- Family life - Friendships - Breaking friendships - Falling out - Dealing with bullying - Being a good friend	- Bodies - Respecting my body - Growing up - Growth and change - Fun and fears - Celebrations
Ages 5-6 (Y1)	- Keeping myself healthy - Healthier lifestyle choices - Keeping clean - Being safe - Medicine safety/safety with household items - Road safety - Linking health and happiness	- Belonging to a family - Making friends/being a good friend - Physical contact preferences - People who help us - Qualities as a friend and person - Self-acknowledgement - Being a good friend to myself - Celebrating special relationships	- Life cycles – animal and human - Changes in me - Changes since being a baby - Differences between female and male bodies (correct terminology) - Linking growing and learning - Coping with change - Transition
Ages 6-7 (Y2)	- Motivation - Healthier choices - Relaxation - Healthy eating and nutrition - Healthier snacks and sharing food	- Different types of family - Physical contact boundaries - Friendship and conflict - Secrets - Trust and appreciation - Expressing appreciation for special relationships	- Life cycles in nature - Growing from young to old - Increasing independence - Differences in female and male bodies (correct terminology) - Assertiveness - Preparing for transition
Ages 7-8 (Y3)	- Exercise - Fitness challenges - Food labelling and healthy swaps - Attitudes towards drugs - Keeping safe and why it's important online and off line scenarios - Respect for myself and others - Healthy and safe choices	- Family roles and responsibilities - Friendship and negotiation - Keeping safe online and who to go to for help - Being a global citizen - Being aware of how my choices affect others - Awareness of how other children have different lives - Expressing appreciation for family and friends	- How babies grow - Understanding a baby's needs - Outside body changes - Inside body changes - Family stereotypes - Challenging my ideas - Preparing for transition

Age Group	Healthy Me	Relationships	Changing Me
Ages 8-9 (Y4)	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Ages 9-10 (Y5)	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARTT internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
Ages 10-11 (Y6)	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition

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			