

Relationships and Sex Education (RSE) and Health Education Policy

Context

Relationships and Sex Education (RSE) and Health Education are essential in supporting children and young people to develop the knowledge, skills and attributes they need to manage their lives now and in the future. This includes learning about relationships, health, wellbeing, and personal identity in a safe and supportive environment.

This policy is based on the requirements set out in the

Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance, issued under the Children and Social Work Act 2017.

As a primary academy, we are required to provide **Relationships Education and Health Education** to all pupils. While RSE is compulsory in secondary schools, primary schools are required to teach the elements of sex education contained within the **National Curriculum science**.

Statutory Requirements

In delivering RSE, the school will:

- Have regard to statutory guidance issued under the Children and Social Work Act 2017
- Fulfil duties set out in the Education Act 1996 (including Section 403)
- Ensure the curriculum promotes pupils' spiritual, moral, cultural, mental and physical development
- Prepare pupils for the opportunities, responsibilities and experiences of later life
- Comply with the Equality Act 2010 by ensuring teaching is inclusive and accessible to all pupils

Aims

We believe that the aims of our school are reflected in our RSE and Health Education provision. Through our curriculum, we aim to:

- Provide a safe and supportive framework for sensitive discussions
- Prepare pupils for puberty and develop understanding of human growth, development, health and hygiene
- Develop self-respect, confidence and empathy
- Promote respect for others and celebrate diversity, including in relation to protected characteristics under the Equality Act 2010
- Teach accurate and appropriate vocabulary relating to the body and relationships
- Provide clear, age-appropriate information and address misconceptions
- Foster trust, openness and positive communication
- Promote the value of caring and stable relationships and family life in its many forms
- Support pupils to develop informed decision-making skills, including understanding consent, boundaries and how to seek help
- Empower pupils to make informed choices about their wellbeing, health and relationships
- Ensure all pupils feel respected, included and supported in line with safeguarding responsibilities

Moral and Values Framework

RSE and Health Education contribute to the emotional, social and cultural development of pupils. The curriculum includes learning about relationships, health, sexuality, diversity and personal identity.

Teaching will:

- Be age-appropriate and sensitive to pupils' needs
- Present information in an objective, balanced and respectful way
- Be delivered within the context of **respectful and healthy relationships**

- Reflect the diversity of modern society, including different family structures
- Promote respect and avoid stigma or discrimination

In line with the latest statutory expectations, Lowbrook Academy adopts a cautious approach when supporting gender questioning children. We consider the broad range of their individual needs in partnership with the child's parents (except in exceptionally rare circumstances where this would constitute a significant risk of harm). The school will signpost to and follow the revised DfE guidance on gender questioning children as soon as it is formally implemented.

Teaching about families will be handled sensitively, recognising that pupils may come from a wide range of backgrounds, including single-parent families, families headed by grandparents, adoptive or foster families, and others.

Curriculum

Our RSE curriculum is carefully planned and sequenced to meet the needs of pupils at each stage of their development.

It includes:

Relationships Education

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

Health Education

- Physical health and mental wellbeing
- Growing and changing
- Keeping safe and healthy

Sex Education (Primary)

- Preparing pupils for the changes of puberty
- Basic understanding of how a baby is conceived and born

Biological aspects of sex education are taught through the **National Curriculum science**.

The curriculum is adapted as necessary to meet the needs of pupils. Where pupils ask questions beyond the planned content, teachers will respond in an age-appropriate and sensitive manner.

Delivery of RSE

RSE is delivered through a planned programme within:

- PSHE / Citizenship
- Science
- Computing (online safety) Curriculum delivery is supported by the school's commitment to the DfE cybersecurity standards, ensuring robust cyber resilience to protect the IT environment in which pupils learn.

The school uses high-quality, age-appropriate resources (e.g. PSHE schemes) to support delivery.

Teaching may be supported by external professionals (e.g. school nurses), who are appropriately vetted and work under the supervision of school staff.

RSE is taught in a safe, inclusive environment where pupils feel able to ask questions and express views respectfully.

Parents' Right to Withdraw

Parents do not have the right to withdraw their children from:

- Relationships Education (primary)
- Health Education
- The biological aspects of sex education taught as part of the **National Curriculum science**

Parents have the right to request that their child be withdrawn from some or all **sex education delivered as part of RSE (outside the science and technology curriculum)**.

Requests for withdrawal should be made in writing to the Principal. The Principal will discuss the request with parents and take appropriate action.

Alternative, appropriate work will be provided for pupils who are withdrawn.

Working with Parents

We recognise that parents are the first educators of their children in matters relating to relationships and sex.

The school will:

- Inform parents about the RSE curriculum
- Provide opportunities to view materials where appropriate
- Offer opportunities for discussion
- Work in partnership with parents to support pupils' learning

Safeguarding

RSE is delivered in line with the school's safeguarding policy.

Staff are aware that:

- Discussions may lead to disclosures
- Safeguarding procedures must be followed at all times
- Pupils' wellbeing is the priority

Training

All staff involved in delivering RSE receive appropriate training as part of ongoing professional development. External specialists may support staff training where appropriate.

Monitoring and Review

The delivery of RSE is monitored by the senior leadership team.

Pupils' learning is assessed as part of the school's internal processes.

This policy will be reviewed regularly to ensure it remains compliant with current legislation and guidance.

The school acknowledges that revised statutory guidance for Relationships, Sex and Health Education was published in July 2025. This policy and the associated curriculum will be reviewed and updated during the 2025-2026 academic year to ensure full compliance for the mandatory introduction of the new guidance in September 2026

Related policies

Curriculum

Health and Safety

Safeguarding

ICT

Assessment

All primary schools, including academies, are required to have regard to the statutory guidance issued by the Department for Education under sections 34 and 35 of the Children and Social Work Act 2017. This guidance replaced the previous Sex and Relationship Education guidance (2000) and underpins the statutory provision of Relationships Education and Health Education.

This policy is reviewed regularly to ensure it remains compliant with current statutory guidance. Staff receive ongoing professional development to support the effective delivery of Relationships and Sex Education (RSE).

The learning outcomes for RSE are aligned with statutory expectations for each key stage and are reviewed to ensure they remain age-appropriate and relevant.

Signed:

Chair of Governors

Signed:

Principal

Date:

Appendix 1

The Content of Relationships and Sex Education (RSE)

As a school, we have incorporated the National Curriculum objectives on our Curriculum Overviews. These have been written in orange. <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/relationships-education-primary>

Lowbrook Academy have chosen to use the 1decision resources to supplement our relationships education. *'unique kitemarked, interactive bank of life skills resources have been created to support PSHE, SMSC development, and safeguarding, and has recently been updated to support the new statutory changes in Health Education and Relationships Education.*

1decision offers flexible and easy-to-use resources, which ultimately reduce planning time for teachers whilst providing a 21st-century approach to PSHE. Our comprehensive resources are mapped to the PSHE Association's Programme of Study and can be used cross-curricular. Our 5-8 and 8-11 primary programmes have been fully kitemarked by the PSHE Association.' <https://www.1decision.co.uk/about/our-programme>

These learning outcomes are taught using 1Decision modules. These resources introduce pupils to the core issues of Relationship and Sex Education and Health Education while reflecting the diverse society that children are living in today.

KS1 Modules

- Keeping/staying safe
- Keeping/staying healthy
- Relationships
- Being responsible
- Feelings and emotions
- Computer safety
- Our world
- Hazard watch
- Fire safety

KS2 Modules

- Keeping/staying safe
- Keeping/staying healthy
- Growing and changing
- Being responsible
- Feelings and emotions
- Computer safety
- The working world
- A world without judgement
- First aid

<http://researchbriefings.files.parliament.uk/documents/SN06103/SN06103.pdf>

Lowbrook Academy Relationships Education, Relationships and Sex Education (RSE) and Health Education

Relationships Education Strand	Year Group(s) where topic is addressed						
	F	Y1	Y2	Y3	Y4	Y5	Y6
<u>1. Families and people who care for me</u> Pupils should know:							
a. that families are important for children growing up because they can give love, security and stability.	•		•		•		
b. the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.	•		•			•	
c. that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.			•		•		•
d. that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.		•				•	•
e. that marriage* represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.						•	•
f. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed	Addressed in all Year Groups and through Assemblies.						

* Footnote: Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.

Relationships Education Strand	Year Group(s) where topic is addressed						
	F	Y1	Y2	Y3	Y4	Y5	Y6
2.Caring friendships Pupils should know:	•	•	•				
a. how important friendships are in making us feel happy and secure, and how people choose and make friends.	•	•	•				
b. the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.	•	•	•				
c. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.	•	•	•				
d. that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.				•		•	
e .how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed					•		•
Also addressed in all year groups through Assemblies, classroom ethos and P4C.							

Relationships Education Strand	Year Group(s) where topic is addressed						
	F	Y1	Y2	Y3	Y4	Y5	Y6
3. Respectful relationships Pupils should know:	•	•	•				
a. the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.	•		•		•		•
b. practical steps they can take in a range of different contexts to improve or support respectful relationships.		•		•		•	
c. the conventions of courtesy and manners.		•		•		•	
d. the importance of self-respect and how this links to their own happiness.		•		•		•	
e. that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.			•		•		•
f .about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.	•	•	•	•	•	•	•
g. what a stereotype is, and how stereotypes can be unfair, negative or destructive.			•		•		•
h. the importance of permission-seeking and giving in relationships with friends, peers and adults all	•	•	•	•	•	•	•
Also addressed in all year groups through Assemblies, classroom ethos and P4C.							

Relationships Education Strand	Year Group(s) where topic is addressed						
	F	Y1	Y2	Y3	Y4	Y5	Y6
4. Online relationships Pupils should know A .that people sometimes behave differently online, including by pretending to be someone they are not. b. that the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous. c. the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. d. how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. e. how information and data is shared and used online	Addressed in Years 1-6 through Computing Curriculum and Citizenship & Ethics Curriculum.						
			•	•	•	•	•

Relationships Education Strand	Year Group(s) where topic is addressed						
	F	Y1	Y2	Y3	Y4	Y5	Y6
5. Being safe Pupils should know a. what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). b. about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. c. that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. d. how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. e. how to recognise and report feelings of being unsafe or feeling bad about any adult. f. how to ask for advice or help for themselves or others, and to keep trying until they are heard. g. how to report concerns or abuse, and the vocabulary and confidence needed to do so. h. where to get advice e.g. family, school and/or other sources		•			•		•
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Physical health & mental well-being coverage

Physical health and well-being strand	Year Group(s) where topic is addressed						
	F	Y1	Y2	Y3	Y4	Y5	Y6
1. Mental wellbeing							
Pupils should know	•	•	•	•	•	•	•
a. that mental wellbeing is a normal part of daily life, in the same way as physical health							
b. there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.	•	•	•	•	•	•	•
c. how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.	•	•	•	•	•	•	•
d. how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.	•	•	•	•	•	•	•
e. the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness	Addressed through Physical and Emotional Health Domain.						
f. simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.	•	•	•	•	•	•	•
g. isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.	Addressed in all Year Groups through Computing Curriculum and Citizenship & Ethics Domain.						
h. that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.	Addressed in all Year Groups through Computing Curriculum and Citizenship & Ethics Domain.						
i. where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).	•	•	•	•	•	•	•
j. it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough	•	•	•	•	•	•	•

Physical health and well-being strand							
Year Group(s) where topic is addressed							
F	Y1	Y2	Y3	Y4	Y5	Y6	
2. Internet safety and harms							
Pupils should know							
a. that for most people the internet is an integral part of life and has many benefits.							
b. about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing							
c. how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.							
d. why social media, some computer games and online gaming, for example, are age restricted.							
e. that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.							
f. how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted and specifically identifying and managing the risks posed by misinformation, disinformation (including 'fake news') and conspiracy theories.							
g. where and how to report concerns and get support with issues online.							
h. understanding the safe and ethical use of technology, including awareness of the DfE guidance on generative AI in education to support safe learning and prevent digital harm.							

Physical health and well-being strand							
Year Group(s) where topic is addressed							
F	Y1	Y2	Y3	Y4	Y5	Y6	
3. Physical health and fitness							
Pupils should know							
a. the characteristics and mental and physical benefits of an active lifestyle.							
b. the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.							
c. the risks associated with an inactive lifestyle (including obesity).							
d. how and when to seek support including which adults to speak to in school if they are worried about their health							

Physical health and well-being strand	Year Group(s) where topic is addressed						
	F	Y1	Y2	Y3	Y4	Y5	Y6
4. Healthy eating Pupils should know	•		•	•	•		
a. what constitutes a healthy diet (including understanding calories and other nutritional content).	•		•	•	•		•
b. the principles of planning and preparing a range of healthy meals.	•			•	•		•
c. the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).	•			•	•		•

Physical health and well-being strand	Year Group(s) where topic is addressed						
	F	Y1	Y2	Y3	Y4	Y5	Y6
5. Drugs, alcohol and tobacco Pupils should know							•
a. the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking							•

Physical health and well-being strand _____	Year Group(s) where topic is addressed						
	F	Y1	Y2	Y3	Y4	Y5	Y6
6. Health & Prevention Pupils should know							
a. how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.					•		
b. about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.		•✖		•✖		•✖	
c. the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.							•
d. about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist			•✖		•		
e. about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the	•	•	•✖				•✖

importance of handwashing							
f. the facts and science relating, to allergies immunisation and vaccination.		•				•	•

Physical health and well-being strand	Year Group(s) where topic is addressed						
	F	Y1	Y2	Y3	Y4	Y5	Y6
7. Basic first aid Pupils should know: a. how to make a clear and efficient call to emergency services if necessary.	•	•					
b. concepts of basic first-aid, for example dealing with common injuries, including head injuries.			•				•

Physical health and well-being strand	Year Group(s) where topic is addressed						
	F	Y1	Y2	Y3	Y4	Y5	Y6
8. Changing adolescent body Pupils should know: a. key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes						•	•
b. about menstrual wellbeing including the key facts about the menstrual cycle.							•



Relationship and Sex Education Topic Books

Early Years

Stop Telling Fibs
I Didn't Do It – A Book About Telling
the Truth
I Feel Bullied
Wait Your Turn Tilly
I Keep Clean
The Family Book
A Rainbow of Friends
Dada, Papa and Me
It's OK to Be Different
Will You Be My Friend?
Whoever You Are
After the Fall
Beautiful Oops
What the Ladybird Heard
Super Duper You!
Can I Build Another Me?
Only One You
I Feel Angry
Monkey Puzzle
Hello World
All Kinds of People
All About Families
I'm Me!
All About Me

Year 1

Ruby's Worry
The Rainbow Fish
Would You Rather (P4C)
One Day, So Many Ways
Here to Help Book Set

Rainbow of Friends x 2
Heather Has Two Mummies
Will You Be My Friend?
The Dot
Dogs Don't Do Ballet

Year 2

Vincent The Vixen
Carlos The Chameleon
Roxy The Raccoon
Molly The Mole
Tom' Special Talent
Huge Bag of Worries
Introducing Teddy
Sparkle Boy
Pushing Isn't Funny
Sometimes Jokes Aren't Funny
Your Fantastic Elastic Brain
But Why Can't I?
Will You Be My Friend?
A Family Is A Family Is A Family
Making Friends - Emily Learns About
Tolerance
Almost Anything
Bears Don't Read
Mr Creep the Crook
My Dad

Relationship and Sex Education Topic Books



Year 3

The Astounding Broccoli Boy
Body: The Ultimate Guide
Human Body – Life on Earth
Don't Call Be Special
All Dogs Have ADHD
When Charley Met Emma
What's Going On Inside My Head
Amazing
What's Different About You x 3
Insults Aren't Funny
Racism
Rosie Revere Engineer

Year 4

All You Need I Love
Identity & Gender
What's Going On Inside My Head?
Celebrations Around the World
The Day War Came

Year 5

The Pop-Up Questions & Answers
About Growing Up
There's A Boy Just Like Me
What's Going On Inside My Head?
Kunkush – The True Story Of A
Refugee Cat
Refugees
The Island
We are Britain!

Year 6

Growing Up for Girls x 2
What's Happening to Me? x 5
Private! Hands Off, Girls Only
The Curious Incident of The Dog in
The Night x 4
Looking After Your Mental Health x 3
I Swapped My Dad for Two Goldfish
Opal Plumstead
Wilma Unlimited
My Little Book of Big Freedoms
Pride