



Acre Hall Primary School

BRIGHT FUTURES EDUCATIONAL TRUST

Relationships, Health and Sex Education Policy

01 September 2025

CONTENTS

Introduction

Links with Other Policies

Aims

Equal Opportunities

Organisation

Learning Outcomes

Use of Outside Speakers

Sensitive Issues

Parents and Carers

Child Protection and Confidentiality

Appendix 1

- DfE Relationships Education and Physical Health and Wellbeing Content

ACRE HALL PRIMARY SCHOOL RELATIONSHIPS, HEALTH AND SEX EDUCATION POLICY

‘Learning for Life’

INTRODUCTION

At Acre Hall we aim to:

‘Promote the health, happiness and well-being of all the children in our care.’

We believe that Relationships, Health and Sex Education (RSE) is an educational entitlement of all our pupils. We aim to deliver a programme that reflects the aims and values of our school and prepares children for the changes they will experience as they grow into young adults.

The purpose of this policy is to ensure a consistent approach to help support our pupils through physical, emotional and moral development, enabling them to make responsible and well informed decisions about their lives.

RSE is firmly embedded within the PSHE programme within school and is taught in the context of relationships and respect for self and others. The programme concerns the whole child and is developmental, covering many aspects which begin in the Early Years and continue through their education and beyond.

This policy meets the statutory requirements of the Department for Education (DfE) Relationships Education, Relationships, Health and Sex Education and Health education (England) Regulations 2019.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

LINKS TO OTHER POLICIES

This policy should be read in conjunction with the following school policies:

- Safeguarding Policy
- Anti-Bullying Policy
- Accessibility Policy
- Equality Action plan

Also, with Bright Futures Educational Trust’s Sex, Relationships and Education Policy.

AIMS

- To provide children with the opportunity to acquire knowledge and understanding, explore attitudes and values, in a secure and comfortable atmosphere that enables questions and issues to be explored without embarrassment.
- To empower children to think for themselves, make their own decisions and begin to take responsibility for their own actions.
- To encourage self-esteem and respect for their own bodies.
- To encourage honesty, respect and consideration in all relationships and nurture sensitivity to the needs and feelings of others
- To help children to know how to protect themselves and ask for help and support.
- To prepare children for puberty enabling them to cope with the physical and emotional changes and the transition into adulthood.
- To present biological facts about sex and reproduction in an objective and balanced manner.
- To develop an understanding of legal issues

EQUAL OPPORTUNITIES

All children have a right to equal entitlement of and access to RSE, irrespective of gender, ethnicity, faith, disability or special educational needs. Teachers will take in to account the differing needs and abilities of pupils and appropriate activities will be planned to reflect this. There will be some occasions when it is more appropriate to teach boys and girls separately. Teachers will exercise their professional judgement to determine the most appropriate approach. However, both groups will receive identical messages to ensure all children are aware of specific contexts and issues.

ORGANISATION

RSE is an integral part of our personal, social and health education (PSHE) and is also embodied in our schemes of work for Science. Issues are also discussed in assemblies were appropriate.

LEARNING OUTCOMES

*Linked to Science Programme of Study

By the end of Foundation Stage

Pupils will be able to do the following:

- Talk about feelings and how we express them appropriately;
- Talk about their bodies and appropriate contact;
- Identify safe adults within the setting.

Pupils will know and understand:

- That boys and girls are different;
- That babies grow in mummy's tummies;
- The names of common baby animals;
- The need for privacy when using the toilet;
- The need to wash hands after a visit to the toilet;
- Who is in their family;
- Who to talk to if they are worried or need help.

Pupils will have considered and discussed:

- Why families are special;
- Boundaries, consequences and appropriate behaviour;
- What to do if you need help or are worried.

By the end of Key Stage 1

Pupils will be able to do the following:

- Recognise and compare the main external parts of the bodies of humans;*
- Recognise similarities and differences between themselves and others and treat others with sensitivity;*
- Identify and share feelings with others;
- Recognise safe and unsafe situations;
- Identify and be able to talk with someone they trust;
- Be aware that their feelings and actions have an impact on others;
- Make a friend, talk with them and share feelings;
- Use simple rules for dealing with strangers and for resisting pressure when they feel safe, unsafe and uncomfortable.

Pupils will know and understand:

- That animals, including humans, grow and reproduce;*
- That humans and animals can produce offspring and these grow into adults;*
- The basic rules for keeping themselves safe and healthy;
- About safe places to be and safe people to be with;
- The needs of babies and young people;
- Ways in which they are like and different from others;
- They have control over their actions and bodies;
- The names of the main external parts of the body including agreed names for sexual parts;
- Why families are special for sharing and caring;
- To know the difference between good and bad touching.

Pupils will have considered and discussed:

- What is a family and that they are important for children growing up because they give love, security and stability;
- That families sometimes look different to their own family but those differences should be respected;
- The similarities and difference between people;
- How their feelings and actions have an impact on other people.

By the end of Key Stage 2

Pupils will be able to do the following:

- Express opinions e.g. about relationships and bullying;
- Listen to and support others;
- Respect other people's viewpoints and beliefs;
- Recognise their changing emotions with regard to friends and family and be able to express their feelings positively;
- Identify adults they can trust and ask for help;
- Be self-confident in a wide range of new situations e.g. seeking new friends;
- Form opinions that they can articulate to a variety of audiences;
- Recognise their own worth and identify positive things about themselves;
- Balance the stresses of life in order to promote their own mental health and well-being and that of others;

- See things from other people's viewpoints, for example their parents' and their carers';
- Discuss moral questions;
- Listen to and support their friends and manage friendship problems;
- Recognise and challenge stereotypes, for example in relation to gender;
- Recognise the pressure of unwanted physical contact and know ways of resisting it.

Pupils will know and understand:

- That the life processes common to humans and other animals include growth and reproduction;*
- The main stages of the human life cycle;*
- That some diseases are infectious;
- About the physical changes that take place at puberty, why they happen and how to manage them;
- The many relationships in which they are all involved;
- The characteristics of healthy family life;
- That marriage represents a formal legal commitment between two people that is meant to be life-long.
- About and accept a wide range of different family arrangements, for example marriage, second marriages, fostering, step-brothers and step-sisters and half brothers and half-sisters, extended families and three or more generations living together.
- Where individual families and groups can find help;
- How the media impact on forming attitudes;
- About keeping themselves safe when involved in risky activities;
- That their actions have consequences and be able to anticipate the results of them;
- About different forms of bullying people and the feelings of both bullies and victims;
- Why being different can provoke conflict and why this is unacceptable;

Pupils will have considered and discussed:

- Diversity of lifestyles;
- Others' points of view, including their parents;
- Why being different can provoke bullying and why this is unacceptable;
- When it is appropriate to take a risk and when to say no and seek help;
- The diversity of values and customs in the school and in the community;
- The need for trust and love in relationships.

USE OF OUTSIDE SPEAKERS

Health professionals are sometimes involved in the delivery of Sex Education and are co-ordinated by the PSHE Leader in consultation with the class teachers.

Where outside speakers are involved, their contribution will be properly planned as part of an overall programme and will complement other teaching. The tone and substance of all content will match the age and maturity of the pupils involved.

Teaching staff will always be present when visitors are speaking.

SENSITIVE ISSUES

We are mindful that the subject of Sex Education can be very sensitive and that a number of issues may arise. These will be covered during the Summer term for the children in Year 6. The following items will be discussed:

- name physical changes young people will experience during puberty.
- describe emotional changes young people might experience during puberty.
- appreciate that there is no such thing as a perfect body.
- list things that all loving relationships have in common.
- explain what a sexual relationship is.
- understand that some infections can be passed on during sexual intercourse, but that contraception can prevent this.
- explain how babies are conceived and how they are born.
- identify someone they could talk to about their changing body, should they need to.

PARENTS AND CARERS

At Acre Hall Primary, parents and carers are regarded as true Partners in Learning. To promote this partnership we will:

- Inform parents about when aspects of the sex and relationship programme are taught and provide opportunities for parents to view the videos and resources being used.
- Take seriously any issues raised about this policy or about the arrangements for RSE in school.
- Encourage parents to be involved in reviewing the policy.
- Publish the policy on our website and provide a paper copy upon request.

School will always comply with parents' right to withdraw their children from those aspects of sex and relationship education, not included in the National Curriculum Science Orders. Parents are encouraged to discuss any concerns with the Head of School.

CHILD PROTECTION AND CONFIDENTIALITY

At Acre Hall Primary, we are fully aware that effective RSE, which brings and understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue.

In all such cases, the member of staff will immediately inform the Academy's Designated Lead for Child Protection and safeguarding procedures will be followed in accordance with our Safeguarding Policy.

APPENDIX 1: DfE Relationships Education and Physical Health and Wellbeing Content

<p>Families and people who care for me</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • that families are important for children growing up because they can give love, security and stability. • 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. • 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.
	<ul style="list-style-type: none"> • 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. • that marriage¹³ represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
<p>Caring friendships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • 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. • 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.
<p>Respectful relationships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • 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.

	<ul style="list-style-type: none"> • 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. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults.
Online relationships	<p>Pupils should know</p> <ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not. • 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. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have <i>never</i> met. • how information and data is shared and used online.
Being safe	<p>Pupils should know</p> <ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • 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. • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult • how to ask for <i>advice</i> or help for themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources.

Mental wellbeing	<p>Pupils should know</p> <ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that 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.
	<ul style="list-style-type: none"> • 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. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • 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). • 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.
Internet safety and harms	<p>Pupils should know</p> <ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits. • 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. • 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. • why social media, some computer games and online gaming, for example, are age restricted. • 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. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online.

Physical health and fitness	<p>Pupils should know</p> <ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle. • 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. • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	<p>Pupils should know</p> <ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • 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).
Drugs, alcohol and tobacco	<p>Pupils should know</p> <ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	<p>Pupils should know</p> <ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to allergies, immunisation and vaccination.
Basic first aid	<p>Pupils should know:</p> <ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary. • concepts of basic first aid, for example dealing with common injuries, including head injuries.
Changing adolescent body	<p>Pupils should know:</p> <ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle.