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RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH POLICY (PRIMARY)

Accord
MULTI ACADEMY TRUST

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5.0	January 2026	Primary Assistant Headteacher	Updates to incorporate the opening of MPA's 2-Year-Old Provision.

1. Introduction

The Accord Multi Academy Trust (the Trust) has based its Relationships and Sex Education (RSE) and Health Education policy on the DfE guidance document. In this document, sex education is defined as 'learning about physical, moral and emotional development'. We value the importance of relationship and sex education to help and support young people through their physical, emotional and moral development. We recognise the partnerships of both the home and the academy, and also of parent/carer and teacher in this important area of personal development.

Sex education is a continuing, developmental process, which includes the exploration of attitudes and values and the development of skills, as well as the presentation of factual knowledge. As with all other learning, it should be gradual and matched to the child's maturity and stage of development.

2. Policy Aims

Sex education teaches children to develop an awareness of, and respect for, themselves and others. It aids the development of positive self-esteem, which will help children to cope with the challenges of personal growth. It enables children to be aware of the personal choices they can make and prepares them to make responsible decisions. It is about exploring feelings and emotions and enjoying confidence in one's own ability.

As part of the relationship and sex education framework, pupils are taught about the nature and importance of family life and bringing up children. Pupils will learn about the significance of marriage and stable relationships. Care is taken that no child is stigmatised because of his or her home circumstances.

The academy RSE policy supports the following Academy/Trust policies:

- Equality & Diversity
- Behaviour & Exclusions;
- Health and Safety;
- Safeguarding.

3. Roles and Responsibilities

The Trust is fully aware that the primary role in children's relationship and sex education lies with parents and carers. We wish to build a positive and supporting relationship with the parents/carers of children at our academy through mutual understanding, trust and cooperation. In promoting this objective, we:

- inform parents of the academy RSE policy and practice;

- answer any questions that parents/carers may have about RSE;
- take seriously any issues that parents/carers raise with teachers or governors about this policy or the arrangements for RSE at the academy;
- inform parents about the best practice known about RSE, so that the teaching in the academy supports the key messages that parents and carers give to their children at home.

3.1 The Academy Education Committee (AEC)

- The main duties of the Academy Education Committee (AEC) are to ensure that:
- the legal framework is followed;
- the RSE policy is implemented through the Headteacher;
- annual reviews are implemented;
- copies of the policy are available for inspection by parents/carers of pupils registered at the academy and provide a copy free of charge to any parent/carer who requests one.

3.2 Headteacher

The main responsibilities of the Headteacher are to ensure that:

- the RSE policy is implemented;
- the policy is followed by all staff;
- the policy is reviewed annually;
- information is disseminated to staff;
- individual problems experienced by children are responded to, enlisting external agency support if appropriate.

3.3 Class Teachers

The main duties of class teachers are to ensure that:

- correct and appropriate resources are available;
- the individual needs of children are responded to, giving relevant support should a child be experiencing difficulties.

3.4 School Nursing Team / Health Service Specialists

The main duties of the School Nursing Team / Health Service Specialists are to ensure that:

- support throughout the academy is given, when appropriate;
- separate lessons for Years 5 and 6 are provided.

3.5 SENDCo

The main duties of the SENDCo are to:

- assist in the development of the academy's policy concerning the welfare and educational needs of all children;
- take advice from all appropriate sources and, where necessary, adapt the policy to meet each individual child's needs.

3.6 Pupils

All pupils are expected to engage fully in RSE and treat others with respect and dignity when discussing issues related to RSE.

3.7 Parents/Carers

Parents/carers are consulted on the content of the RSE policy prior to its publication, implementation and submission to the Board of Trustees for approval.

4. What is Relationships and Sex Education (RSE)?

Effective relationships and sex education is essential if young people are to make responsible and well-informed decisions about their lives. The objective of RSE is to help and support young people through their physical, emotional and moral development. It will help them learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood. RSE is about the emotional, social and cultural development of pupils and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

The RSE curriculum will cover:

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

5. Why is RSE Important in Academies?

High quality RSE helps create safe academy communities in which pupils can grow, learn and develop positive, healthy behaviour for life. It is essential for the following reasons:

- children and young people want to be prepared for the physical and emotional changes they undergo at puberty, and young people want to learn about relationships;

- RSE plays a vital part in meeting academy safeguarding requirements. Ofsted is clear that academies must have a preventative programme that enables pupils to learn about safety and risks in relationships.

The aim of RSE is to provide children with age-appropriate information, explore positive attitudes and values and develop skills in order to empower them to make positive decisions about their health-related behaviour.

We teach RSE in the context of our aims and values which is part of our wider social, personal, spiritual and moral education. This includes the following objectives:

- to reassure children of their value and self-worth, including aspects of dignity, self-respect and self-restraint;
- to nurture a responsible attitude towards personal relationships, such as aspects of mutual respect and care, and to develop sensitivity towards the needs of others encompassing fidelity and loyalty;
- to foster the ability to manage relationships in a responsible and healthy manner;
- to promote the value of loving relationships and of family life;
- to provide knowledge of human reproductive processes;
- to inform children on matters of personal hygiene and related health issues;
- to encourage exploration of values and moral issues, taking into account the physical and moral risks associated with certain behaviour;
- to educate against discrimination and prejudice;
- to empower children to make informed choices about their developing sexuality.

Relationships and Sex Education (RSE), in the context of our two-year-old provision, falls entirely within the "Relationships Education" and "Health Education" components of the statutory guidance, delivered through the Early Years Foundation Stage (EYFS) framework. Formal sex education is not delivered at this age.

At this developmental stage, RSE is fundamentally about Personal, Social, and Emotional Development (PSED), which is a prime area of learning in the EYFS. The focus is on foundational concepts: emotional literacy, developing positive self-esteem, forming secure attachments, and learning how to interact kindly with peers and adults.

6. Curriculum

We teach RSE through different aspects of the curriculum. While we carry out the main sex education teaching in our PSHE curriculum, we also teach some RSE through other subject areas (e.g. Science, ICT and PE) where we feel it contributes to a child's knowledge and understanding of their body, and how it is changing and developing.

We teach RSE across school with supporting material from the PSHE association and a scheme of work called One Life. This scheme has been quality assured by the PSHE

association as meeting the requirements set out in the governments 'Sex and Relationship Education Guidance'. The scheme and the PSHE association provide educational material for all year groups from Reception to year 6 and covers all aspects of personal, social, moral and spiritual education.

How is RSE delivered within the Two-Year-Old Provision

- **PSED and Forming Relationships:** Our practitioners help children form secure attachments with their key workers (Section 3.0, Positive Relationships). We model gentle hands, kind words, turn-taking, and sharing. This supports the policy aim of nurturing responsible attitudes towards personal relationships and mutual respect.

- **Understanding the Body (Health Education):** Through continuous provision and activities relating to the "Understanding the World" and "Physical Development" areas of learning, children learn the correct vocabulary for their body parts through songs, rhymes, and direct teaching.

- **Being Safe and Boundaries:** Practitioners teach two-year-olds about personal boundaries and safety in an age-appropriate manner. This includes teaching children that they are in charge of their own bodies, promoting self-respect and the ability to say "no" to unwanted physical contact.

- **Diversity and Inclusion:** We actively celebrate differences in families, cultures, and physical abilities (Section 6.0, Educate against discrimination). Our environment and resources reflect the diverse nature of our community, ensuring all children see themselves and their families represented positively.

- **Parental Partnership:** We maintain a strong partnership with parents/carers of two-year-olds. We respect that parents hold the primary role in RSE (Section 3.0) and communicate regularly about their child's emotional and social development in the setting to ensure consistency of messaging between home and academy.

The RSE provided to our two-year-olds is entirely age-appropriate, integrated into daily routines and play-based learning, and aims to provide them with the foundational skills they need to feel safe, confident, and respectful of themselves and others.

All academies must teach the following as part of the National Curriculum for Science.

Key Stage 1

- Identify, name, draw and label the basic parts of the human body and say which parts of the body is associated with which sense.
- Notice that animals, including humans, have offspring which grow into adults.
- Describe the importance for humans to exercise, eating the right amounts of different types of food, and hygiene.

- [Children should also be introduced to the process of reproduction and growth in animals].
- [The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs].

Key Stage 2

- Describe the difference in the life cycles of a mammal, an amphibian, an insect and a bird.
- Describe the life processes of reproduction in some plants and animals.
- Describe the changes as humans develop to old age.
- [Pupils should find out about the different types of reproduction including sexual and asexual reproduction in plants, and sexual reproduction in animals].
- [Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty].
- [Pupils should continue to learn about the importance of nutrition and should be introduced to the main body parts associated with the skeleton and muscles, finding out how different parts of the body have special functions].
- [Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows].

Primary sex education (in Key Stage 2) will focus on:

- Preparing boys and girls for changes that adolescence brings.
- How a baby is conceived and born.
- The academy has a planned programme which we will follow as long as it is appropriate for the needs of the children, however, due to the nature of the subject there may be times when children ask questions out of the context of a planned session. If children do ask about issues linked to RSE, they will be dealt with appropriately and sensitively. There may be times when a member of staff does not immediately answer a child's question but speaks to them on their own later or refers them to speak to their parent or carer.

Pupils in Key Stage 2 also receive stand-alone sex education sessions delivered by trained staff or health professionals.

In order to keep pupils safe, it is vital that they learn about puberty before it happens. NHS advice states that puberty can begin as early as 8 years old for girls and 9 years old for boys.

Year 5 is therefore the latest time in the academy curriculum when this should be addressed. 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, stepparents, LGBTQ+ parents, families headed by grandparents,

adoptive parents, foster parents/carers amongst other structures), along with reflecting sensitively that some children may have different support structures around them (e.g. looked after children or young carers).

7. Inclusion

The provision of relationship and sex education takes into account the different experiences, strengths and interests of children to maintain entitlement and ensure equality of opportunity. Teachers vary the contexts, resources and teaching and learning styles and use a variety of strategies to overcome barriers to learning. Expectations and learning objectives are modified to take account of:

- the different learning needs of all genders;
- the needs of children from different social and cultural backgrounds;
- the needs of children who need support with communication, language or literacy difficulties;
- the needs of children with a physical disability; and
- the needs of children with emotional and behavioural difficulties.

8. Managing Difficult Questions

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. Teachers will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom or one which is beyond the year group objectives, provision will be made to meet the individual child's needs.

9. Parents Right to Withdraw

Parents/carers do not have the right to withdraw their child from relationships education.

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE, but not as part of the science curriculum.

Requests for withdrawal should be put in writing and addressed to the Headteacher – a template proforma can be found at the end of this policy.

Alternative work will be given to pupils who are withdrawn from the non-statutory components of sex education or from relationship education.

There will be some specific lessons in which Health Professionals are invited to address the children in the presence of the class teacher. Notification is always sent to parents/carers in advance.

10. Complaints Procedure

If a parent/carer has any cause for concern about the RSE policy, they should approach the class teacher in the first instance or Headteacher. If the concern cannot be resolved informally, parents/carers do have recourse the Trust's Complaints Policy, a copy of which can be found at https://accordmat.org/policies/.

11. Working with Parents/Carers

The academy seeks to work in partnership with parents/carers through consultation and support. Parents/carers are vital in teaching children about relationships and sex, maintaining the culture and ethos of the family, helping children to cope with the emotional and physical aspects of growing, and preparing them for the challenges and responsibilities that sexual maturity brings.

The Academy provides support to parents/carers in helping children learn the accepted names of the body, talking with children about their feelings and relationships, and answering questions about growing up, having babies, relationships and sexual health.

Parents/carers are consulted on the content of the RSE policy prior to its publication, implementation and submission to the Board of Trustees for approval.

Local Health Care Professionals are invited to take part in the presentation of the document to parents/carers to provide any additional information and support.

A copy of the RSE policy is available in the academy for all parents/carers to inspect and details of the policy are published on the academy website at so that parents/carers of potential pupils are fully aware of the academy's position in this matter.

APPENDIX 1 – RIGHT TO WITHDRAW TEMPLATE FORM

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Class	
Name of parent/carer		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent/Carer signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents/carers	