Relationships, Sex and Health Education Policy

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1. Introduction

Fishtoft Academy takes its responsibility to provide relevant, effective, and responsible Relationships and Health education to all its pupils as part of the academy 's personal, social, health and economic education (PSHEE) curriculum very seriously. High-quality Relationships and Sex Education (RSE) is essential for the **personal development, wellbeing and safeguarding** of our pupils. It supports children to develop healthy, respectful relationships, understand emotions, keep themselves safe (both online and offline), and prepare for the challenges of later life in an age-appropriate way.

Fishtoft Academy wants parents and pupils to feel assured that sex education will be delivered at a level appropriate to both the age and development of pupils, and that it is safe to voice opinions and concerns relating to the sex education provision.

This policy has been developed in consultation with parents, pupils, and staff from the Academy to ensure that it meets the academy community. The policy is available on the Academy website and is reviewed and approved by the Trustees annually.

2. Policy Aims

Through the delivery of high quality, evidence-based and age-appropriate Relationships and Health Education, Fishtoft Academy aims to help prepare pupils for the onset of puberty, give them an understanding of sexual development and the importance of health and hygiene, create a positive culture in relation to sexuality and relationships and to ensure pupils know how and when to ask for help and where to access support. By the end of their education the Academy hopes pupils will have developed resilience and feelings of self-respect, confidence, and empathy in preparation for the responsibilities and experiences of adult life.

3. Definitions

3.1 Relationships education

The focus for primary relationships education should be on teaching the skills and knowledge that form the building blocks of all positive relationships, supporting children from the start of their education to grow into kind, caring adults who have respect for others and know how to keep themselves and others safe.

This teaching is sensitive to pupils' circumstances, recognising that families of many forms provide a nurturing environment for children, and can include single parent families, same-sex parents, families headed by grandparents, young carers, kinship carers, adoptive parents and foster parents/carers. Teaching should illustrate a wide range of family structures in a positive way, and care should be taken to ensure that children are not stigmatised based on their home circumstances.

3.2 Relationships and sex education (RSE)

Sex education is not compulsory in primary schools, but we teach sex education in upper key stage 2, in line with content about conception and birth, which forms part of the national curriculum for science. The national curriculum for science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. We also cover human reproduction in the science curriculum, but this is in line with the factual description of conception in the science curriculum.

4. Roles and responsibilities

4.1 Headteacher

The Headteacher with support from their respective Senior Leadership Team, will ensure that staff are supported and up to date with policy changes. They will ensure that Relationships and Health Education is well led, effectively managed, and well planned across various subjects (to avoid unnecessary duplication of topics) and that the quality of provision is subject to regular and effective self-evaluation. The Headteacher will ensure that teaching is age-appropriate, delivered in ways that are accessible to all pupils with SEND and that the subjects are resourced, staffed, and timetabled appropriately. They will ensure that teaching delivered by any external organisation is age-appropriate and accessible for pupils. They will also inform parents of any deviation from their published RSE policy in advance and share any relevant materials with them on request. The Headteacher will liaise with parents regarding any concerns or opinions regarding Relationships and Health Education provision and will manage parental requests for withdrawal of pupils from non-statutory, non-science components of RSE.

4.2 Staff

Teachers of Relationships and Health Education will ensure that they are up to date with academy policy and curriculum requirements regarding sex education and will attend and engage in professional development training. Teachers will encourage pupils to communicate concerns regarding their social, personal, and emotional development in confidence, listen to their needs and support them seriously. If a pupil comes to a member of staff with an issue that the member of staff feels they are not able to deal with alone, they will take this concern to their line-manager.

4.3 Parents

Fishtoft Academy expects parents to share the responsibility of sex education and support their children's personal, social, and emotional development. We encourage parents to create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised through academy PSHEE. Parents are also encouraged to seek additional support in this from the academy where they feel it is needed.

4.4 Pupils

The focus for primary relationships education supports children from the start of their education to grow into kind, caring adults who have respect for others and know how to keep themselves and others safe. Building children's understanding and skills at primary is essential for preparing them for their future. For example, children will learn skills for managing difficult feelings in their friendships, like disappointment or anger. This prepares them to reflect on how to behave with kindness in more complex or challenging relationships later in life.

Pupils should support one another with compassion and empathy- for example, listening in class, being considerate of other people's feelings and beliefs. Following confidentiality rules that are set in class are key to effective learning.

We also hope that pupils will feel comfortable to talk to a member of staff, in confidence, regarding any concerns they have in academy related to relationships, sex education or keeping safe.

5. Implementation and curriculum

It is important that the Academy implement the Relationships and Health and Wellbeing policy consistently throughout the Academy and provide effective provision throughout classrooms. We encourage teachers to provide classes that are specific to the needs of the pupils in that class and are responsive to their behaviour and development.

In line with the 2026 statutory guidance, teaching is:

- **Age- and developmentally appropriate**
- **Inclusive and accessible**, including for pupils with SEND
- **Sensitive and factual**, using correct language for body parts
- **Safeguarding-led**, with clear routes for support
- **Informed by pupil voice**
- Delivered in partnership with parents

The Relationships and Health Education will be delivered in PSHE. Fishtoft Academy understands that different pupils of the same age may develop at different stages and staff will be able to plan provisions to take into account these differences. Appendix 1 sets out the themes that will be taught to pupils before the end of primary. Primary relationships education should be anchored in an understanding of positive relationships but should also equip children to keep themselves and others safe, and to recognise and report risks and abuse, including online.
Fishtoft Academy does provide sex education beyond the national curriculum for science, with details on content included at the end of Appendix 1.

Fishtoft Academy wishes to promote pupils' health and well-being by encouraging self-control, their ability to self-regulate and strategies for doing so. This will enable pupils to become confident in their ability to achieve well and persevere even when they encounter setbacks or when their goals are distant, and to respond calmly and rationally to setbacks and challenges. Fishtoft Academy believes that an integrated, whole-academy approach to the teaching and promotion of health and wellbeing will have a positive impact on behaviour and attainment. Health Education will be delivered within science, computing, Physical Education (PE) and Personal, Social, Health and Economic Education (PSHEE).

By the end of their primary education the Academy expects pupils to know the information set out at Appendix 2.

5.1 Dealing with difficult questions

Staff training will include sessions on how to deal with difficult questions, questions about topics which go beyond any sex education covered by the school or relate to sex education from which they have been withdrawn. We recognise that children whose questions go unanswered might instead turn to inappropriate sources of information, including online. In this case, they may wish to put the question to one side and seek advice from the Curriculum Development Lead.

Ground rules in class are essential when discussing sensitive subject matter. Some strategies staff may use to support this might be:

- an anonymous question box: this will enable pupils to feel more comfortable to ask questions without being identified
- making the classroom a zone of silence; this means that whatever is discussed in the classroom stays in the classroom and should not be brought up at any other time. We hope this will give pupils the sense that they are in a safe zone to speak freely about sex and relationships.

5.2 Pupils with special educational needs

Fishtoft Academy works hard to ensure that all aspects of the academy curriculum are inclusive and support the needs of pupils of all ranges of abilities. Staff should differentiate lessons to ensure that all members of the class can access the information fully, and this is no different when it comes to RSE and health education.

The academy will use a variety of different strategies to ensure that all pupils have access to the same information. Some of these include:

- interactive teaching methods
- use of expert guest speakers
- practical activities
- using video and animation
- using age-appropriate picture books
- group and paired activities.

6. Withdrawal from RSE

Fishtoft Academy hopes that parents will feel comfortable with, and understand the importance of, the education provided to their children as described in this policy.

Parents have the right to withdraw their child from sex education and should state this in writing and send it to Dr Early.

Parents cannot withdraw their child from Relationships or Health Education or the elements on human growth and reproduction which fall under the National Curriculum for science. Before withdrawing or making a request, the Academy strongly urges parents to carefully consider their decision as sex education is a vital part of the academy curriculum and supports child development.

7. Complaints

Parents or carers who have complaints or concerns regarding the RSE curriculum should contact the academy and follow the Trust complaints policy.

8. Equal opportunities

The Academy has duties under the Equalities Act 2010 to ensure that pupils are not discriminated against because of their sex, race, disabilities, religion or belief, sexual orientation, gender reassignment or pregnancy or maternity. RSE and Health Education lessons provide a good background for talking openly and freely about the diversity of personal, social, and sexual preferences. Prejudiced views will be challenged, and equality promoted. Any bullying that relates to sexual behaviour or perceived sexual orientation will be dealt with swiftly and seriously. This is the case for bullying of any kind and the procedures regarding this are outlined in the academy 's behaviour policy which can be found on the school website.

9. Safeguarding and confidentiality

We hope to provide a safe and supportive community where pupils feel comfortable seeking help and guidance on anything that may be concerning them about life either at academy or at home. Training around confidentiality will be provided to all teachers.

It may be the case that discussion around what is acceptable and not acceptable in relationships may lead to the disclosure of a child protection issue. If this is the case, the academy 's child protection and safeguarding procedure will be followed which can be found on the school website.

Pupils with special educational needs may be more vulnerable to exploitation and less able to protect themselves from harmful influences. If staff are concerned that this is the case, they should seek support from the Designated Safeguarding Led to decide what is in the best interest of the child.

10. Monitoring, review, and evaluation

The educational and personal needs of our pupils develop in line with varying societal pressures and economic change. Our aim is to provide RSE that is relevant and tailored to meet the needs of our pupils, depending on their age and stage of personal development. For this reason, we review the RSE curriculum yearly and will inform parents of any revisions to the Academy policy or sex education curriculum.

We aim to monitor the effectiveness of our sex education provision through:

- termly feedback from pupils
- yearly feedback from parents
- feedback from staff
- curriculum reviews

Fishtoft Academy will review this policy annually, evaluating its effectiveness by taking into account feedback from pupils, staff and parents, as well as what has come to light through classroom observations and information we receive from national reports and curriculum reviews.

11. Support

We hope that pupils will feel safe in the academy environment to talk to any member of staff in confidence about any areas of concern regarding their personal, social, and emotional development, including matters raised by or relating to sex and relationships education. We promote the academy ethos as one of inclusion and acceptance throughout all areas of academy activity and hope that pupils respond to this by feeling comfortable to ask questions and continue their learning both in and outside of the classroom.

This policy will be reviewed annually

12. Appendices

12.1 Appendix 1 for Primary RSE: Relationships Education Primary Stage Curriculum and Outcomes

Families and people who care for me	• 1.That families are important for children growing up safe and happy because they can provide love, security and stability. • 2. The characteristics of safe and happy family life, such as 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. • 3. That the families of other children, 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. • 4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up. • 5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • 6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring friendships	• 1. How important friendships are in making us feel happy and secure, and how people choose and make friends. • 2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships. • 3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it. • 4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. • 5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. • 6. How to manage conflict, and that resorting to violence is never right. • 7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.
Respectful, kind relationships	• 1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. • 2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. • 3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. • 4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs. • 5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different

	preferences or beliefs. • 6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. • 7. The conventions of courtesy and manners. • 8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests. • 9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help. • 10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype. • 11.How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

Online safety and awareness	• 1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. • 2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this. • 3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults. • 4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. • 5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up. • 6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.
Being safe	• 1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. • 2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe. 3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact. 4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know. • 5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. • 6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so. • 7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.

The National Curriculum for Science covers:

- naming the main external parts of the human body,
- the human body as it grows from birth to old age (including puberty),
- processes of reproduction and growth in animals and
- reproduction in some plants.

Sex education beyond the science curriculum that will be covered includes:

Year 5

- How a sperm and egg join together (fertilisation).
- That sexual intercourse is one way a baby is conceived.
- The basic process of conception.
- In the latest versions of Jigsaw, some schools' materials also include a brief explanation that babies can be conceived through IVF.

Year 6

- A recap of conception.
- How a baby develops during pregnancy.
- The stages of pregnancy.
- How babies are born (birth).

Appendix 2: Health Education for Primary Stage Curriculum and Outcomes

General wellbeing	• 1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. • 2. The importance of promoting general wellbeing and physical health. • 3. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. • 4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. • 5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • 6. That isolation and loneliness can affect children, and the benefits of seeking support. • 7. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others. • 8. That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently. • 9. Where and how to seek support (including recognising the triggers for seeking support), including who 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). 10.That it is common to experience mental health problems, and early support can help..
Wellbeing online	• 1. That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet. • 2. Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection. • 3. The benefits of limiting 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. • 4. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online. • 5. Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted. • 6. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive. • 7. How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them. • 8. That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults. • 9. How to understand the information they find online, including from search engines, and know how information is selected and targeted. • 10. That they have rights in relation to sharing personal data, privacy and consent. • 11. Where and how to report concerns and get support with issues online

Physical health and fitness	• 1. The characteristics and mental and physical benefits of an active lifestyle. • 2. The importance of building regular physical activity 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, moderate and/or vigorous physical activity. • 3. The risks associated with an inactive lifestyle, including obesity. • 4. How and when to seek support including which adults to speak to in school if they are worried about their health.

Healthy eating	• 1. What constitutes a healthy diet (including understanding calories and other nutritional content). • 2. Understanding the importance of a healthy relationship with food. • 3. The principles of planning and preparing a range of healthy meals. • 4. 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, tobacco and vaping	• 1. The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.
Health and prevention	• 1. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • 2. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • 3. The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn. • 4. About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular checkups at the dentist. • 5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • 6. The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.
Personal safety	1. About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks. 2. 2. How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.
Basic first aid	• 1. How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them. • 2. Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.
Developing bodies	• 1. About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process. • 2. The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts. • 3. The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.