

Relationships, Sex and Health Education Policy 2026/27



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1. Introduction

Staniland 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.

Staniland 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 Staniland 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, Staniland 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 Staniland 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

Staniland 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, in primary, 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 Staniland 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

Relationships and Health Education will be delivered in PSHE and science. Staniland Academy understands that different pupils of the same age may develop at different stages and staff will be able to plan provision 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.

[Staniland Academy provide sex education beyond the national curriculum for science, with details on content included at the end of Appendix 1.]

Staniland 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. Staniland 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 (PSHE).

By the end of their primary education Staniland Academy expects pupils to know the information set out at Appendix 1.

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 PSHE leads – Rachel Hughman or Emma Cook.

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
- children being given the opportunity to speak to staff members on a one-to-one basis outside of lesson time
- reminding children that at Staniland Academy we have No Outsiders and that everyone regardless of their sexual orientation or beliefs are valued and included
- if a question is deemed irrelevant for the age of the pupils, children are directed to their adults at home

5.2 Pupils with special educational needs

Staniland 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.

We 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 DVDs or video
- group and paired activities
- use of storybooks

6. Withdrawal from RSE

Staniland 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 in writing to the headteacher.

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 (which can be found on the Academy website).

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, 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. This can be found on the Academy website.

9. Safeguarding and confidentiality

We hope to provide a safe and supportive community at Staniland Academy 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. This can be found on Staniland Academy's 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 Lead 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:

- yearly feedback from pupils
- yearly feedback from parents
- feedback from staff
- curriculum review.

Staniland 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.

There are a number of ways parents and carers can make contact with staff in our Academy to ask questions or seek support for themselves or their families. The best place to start will be their child's current class teacher or our Head Teacher, Mrs Bailey.

You can make contact with us via the main school office, in person, by phone or via MyEd.

This policy will be reviewed annually

12. Appendix

12.1 Appendix 1 for PHSE & RSE: Relationships Education Primary Stage Curriculum

STANILAND ACADEMY PSHE & RSE LONG TERM PLAN 2026-27

	Autumn	Spring	Summer
EYFS	PSED-SCSA, MFB, MR Aut 1 New beginnings Aut 2 Getting on and falling out	PSED-SCSA, MFB, MR Spr 1 Going for Goals Spr 2 Good to be me	PSED-SCSA, MFB, MR Sum 1 Relationships Sum 2 Changes
Year 1	Aut 1-Keeping/Staying Safe/Safe Relationships/Shared Responsibilities Aut 2-Keeping/Staying Healthy Mental Health/Healthy Lifestyles/Substance Abuse	Spr 1-Relationships/Friendships Ourselves/Growing and Changing Spr 2-Being Responsible/Families and Close Personal Relationships	Sum 1-Feelings & Emotions Managing hurtful behaviour & Bullying/Media Literacy & Digital Resilience/Respecting Self & Others Sum 2-Money Matters/Safe Relationships/Communities Economic Well-being/Money
Year 2	Aut 1-Keeping/Staying Safe/Safe Relationships/Shared Responsibilities Aut 2-Keeping/Staying Healthy Mental Health/Healthy Lifestyles/Substance Abuse	Spr 1-Relationships/Friendships Ourselves/Growing and Changing Spr 2-Being Responsible/Families and Close Personal Relationships	Sum 1-Feelings & Emotions Managing hurtful behaviour & Bullying/Media Literacy & Digital Resilience/Respecting Self & Others Sum 2-Money Matters/Safe Relationships/Communities/Economic Well-being/Money
Year 3	Aut 1-Keeping/Staying Safe/Safe Relationships/Shared Responsibilities Aut 2-Keeping/Staying Healthy Mental Health/Healthy Lifestyles/Substance Abuse	Spr 1-Relationships/Friendships Ourselves/Growing and Changing Spr 2-Being Responsible/Families and Close Personal Relationships	Sum 1-Feelings & Emotions Managing hurtful behaviour & Bullying/Media Literacy & Digital Resilience/Respecting Self & Others Sum 2-Money Matters/Safe Relationships/Communities/Economic Well-being/Money
Year 4	Aut 1-Keeping/Staying Safe/Safe Relationships/Shared Responsibilities Aut 2-Keeping/Staying Healthy Mental Health/Healthy Lifestyles/Substance Abuse	Spr 1-Relationships/Friendships Ourselves/Growing and Changing Spr 2-Being Responsible/Families and Close Personal Relationships	Sum 1-Feelings & Emotions Managing hurtful behaviour & Bullying/Media Literacy & Digital Resilience/Respecting Self & Others Sum 2-Money Matters/Safe Relationships/Communities/Economic Well-being/Money

STANILAND ACADEMY PSHE & RSE LONG TERM PLAN 2026-27

Year 5	Aut 1-Keeping/Staying Safe/Safe Relationships/Shared Responsibilities Aut 2-Keeping/Staying Healthy Mental Health/Healthy Lifestyles/Substance Abuse	Spr 1-Relationships/Friendships Ourselves/Growing and Changing Spr 2-Being Responsible/Families and Close Personal Relationships	Sum 1-Feelings & Emotions Managing hurtful behaviour & Bullying/Media Literacy & Digital Resilience/Respecting Self & Others Sum 2-Money Matters/Safe Relationships/Communities/Economic Well-being/Money
Year 6	Aut 1-Keeping/Staying Safe/Safe Relationships/Shared Responsibilities Aut 2-Keeping/Staying Healthy Mental Health/Healthy Lifestyles/Substance Abuse	Spr 1-Relationships/Friendships Ourselves/Growing and Changing Spr 2-Being Responsible/Families and Close Personal Relationships	Sum 1-Feelings & Emotions Managing hurtful behaviour & Bullying/Media Literacy & Digital Resilience/Respecting Self & Others Sum 2-Money Matters/Safe Relationships/Communities/Economic Well-being/Money

