



Acorn Academy

Relationships and Sex Education Policy

November 2025

Our children are growing up in an ever-changing and complex world and are exposed to an increasing range of influences. Often children are given mixed messages by unreliable sources, and we need to ensure that facts and issues surrounding relationships and sex are presented in an objective and balanced way and that our children are guided through by responsible adults.

Children are facing the onset of puberty at an earlier age nowadays and so our children need to be informed of changes that may be happening to their bodies. It is important that our pupils are made aware of the differences between fact, opinion and religious belief. We aim to tailor our teaching to the age, physical & emotional maturity of our children and recognise that this may be different depending on classes. It will be up to teachers to make that professional decision. Our teaching will be flexible to connect with all of our children, their experiences, abilities and backgrounds.

Revised in reference to the Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019.

Schools are required by law to adhere to the Equality Act 2010

Aims

The aims of Relationships and Sex Education at our school are to:

Provide a framework in which sensitive discussions can take place

- Help pupils develop feelings of self respect, confidence and empathy
- Create a positive culture around issues of relationships
- Support pupils to embrace the challenges of creating a happy and successful adult life by making informed decisions about their wellbeing, health and relationships.
- Make and keep good relationships with friends and family
- Respect their own and others' ways of life, feelings, bodies, belongings and places
- Feel good about the way they are growing up
- Make responsible, informed and healthy decisions about their lives, both now and in the future
- Encourage safe behaviours and prevent unsafe behaviours.

Statutory requirements

As a primary academy school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum and PSHE curriculum

In teaching Relationships and Sex Education, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Acorn Academy we teach Relationships and Sex Education as set out in this policy.

Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations

3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Ratification – once amendments were made, the policy was shared with governors and ratified

Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information and exploring issues and values.

Curriculum

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner.

In Nursery, children are taught to:

- Play with one or more other children
- Be confident in new social situations
- Talk about their feelings using words such as happy sad angry or worried

Please see appendix 1 for what is taught in Reception, Year 1 and Year 2

At Acorn Academy we follow the KAPOW PSHE curriculum which is a scheme addressing all of the objectives of the RSE 2020 (National) Curriculum. The scheme covers themes listed below which are taught across the year groups in an age appropriate manner.

Delivery of RSE

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

Family and relationships

Health and Wellbeing

Safety and the changing body

Citizenship

Economic wellbeing

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, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

RSE should focus on the development of skills and attitudes not just the acquisition of knowledge.

Roles and responsibilities

The governing board

The governing board will approve the RSE policy and will hold the headteacher to account for the implementation of this policy.

The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE.

Staff

At Acorn Academy, RSE is delivered by class teachers. All staff are responsible for: Delivering RSE in a sensitive way

Modelling positive attitudes to RSE

Monitoring progress

Responding to the needs of individual pupils

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education. Parents do have the right to request withdrawal of their child from all or part of any sex education provided, but not from the teaching of the biological aspects of human growth and reproduction necessary under National Curriculum science/PSHE

Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE as applicable.

Monitoring arrangements

The Governing Body will review this policy as part of the school improvement plan. The policy will be promoted and implemented throughout the school.

Date of review: Autumn Term 2026

Appendix 1:

Progression of skills and knowledge				Families and relationships		
Sub-strand	EYFS (Reception)			Year 1		Year 2
	Skills	Knowledge	Skills	Skills	Knowledge	Skills
Family	Learning how to talk about our families and discussing why we love them.	To name and describe the different members of our families.	Exploring how families are different to each other.	To understand that families look after us.	Understanding ways to show respect for different families.	To know that families can be made up of different people.
	Talking about people that hold a special place in my life.	To understand that all families are valuable and special.	Exploring how friendship problems can be overcome.	To know some words to describe how people are related (eg. aunty, cousin).	Understanding that families offer love, care and support.	To know that families may be different to my family.
Friendships	Developing strategies to help when sharing with others.	To know that we share toys so that everyone feels involved and no one feels left out or upset.	Exploring how friendship problems can be overcome.	To understand some characteristics of a positive friendship.	Understanding difficulties in friendships and discussing action that can be taken.	To know some problems which might happen in friendships.
	Exploring what makes a good friend.		Exploring friendly behaviours.	To understand that friendships can have problems but that these can be overcome.		To understand that some problems in friendships might be more serious and need addressing.
Respectful relationships	Thinking about what it means to be a valued person.	To understand that different people like different things.	Recognising how other people show their feelings.	To know that it is called stereotyping when people think of things as being 'for boys' or 'for girls' only.	Learning how other people show their feelings and how to respond to them.	To understand some ways people show their feelings.
	Exploring the differences between us that make each person unique.	To understand that all people are valuable.	Identifying ways we can care for others when they are sad.		Exploring the conventions of manners in different situations.	To understand what good manners are.
Change and loss	Considering the perspectives and feelings of others.	To know that it is important to help, listen and support others when working as a team.	Exploring the ability to successfully work with different people.	N/A		To understand some stereotypes related to jobs.
	Learning to work as a member of a team.	To know that it is important to tell the truth.		N/A	Exploring how loss and change can affect us.	To know that there are ways we can remember people or events.
	Developing listening skills.	N/A	N/A	N/A		
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Sub-strand	EYFS (Reception)			Year 1		Year 2	
	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge	
Health and prevention	Discussing ways that we can take care of ourselves.	To know that having a naturally colourful diet is one way to try and eat healthily.	Learning how to wash my hands properly. Learning how to deal with an allergic reaction.	To understand we can limit the spread of germs by having good hand hygiene. To know the five S's for sun safety: slip, slop, slap, shade, sunglasses. To know that certain foods and other things can cause allergic reactions in some people.	Exploring the effect that food and drink can have on my teeth.	To know that food and drinks with lots of sugar are bad for our teeth.	
	Exploring how exercise affects different parts of the body.	To know that exercise means moving our body and is important. To know that yoga can help our bodies and minds relax.	Exploring positive sleep habits. Exploring two different methods of relaxation: progressive muscle relaxation and laughter. Exploring health-related jobs and people who help look after our health.	To know that sleep helps my body to repair itself, to grow and restores my energy.	Exploring some of the benefits of exercise on body and mind. Exploring some of the benefits of a healthy balanced diet. Suggesting how to improve an unbalanced meal. Learning breathing exercises to aid relaxation.	To explain the importance of exercise to stay healthy. To understand the balance of foods we need to keep healthy. To know that breathing techniques can be a useful strategy to relax.	
Physical health and wellbeing	Identifying how characters within a story may be feeling. Identifying and expressing my own feelings. Exploring coping strategies to help regulate emotions. Exploring different facial expressions and identifying the different feelings they can represent. Exploring ways to moderate behaviour, socially and emotionally. Coping with challenge when problem solving.	To name some different feelings and emotions. To know that I am a valuable individual. To know that facial expressions can give us clues as to how a person is feeling. To know that I can learn from my mistakes. To know some strategies to calm down.	Identifying personal strengths and qualities. Identifying different ways to manage feelings.	To know that strengths are things we are good at. To know that qualities describe what we are like. To know the words to describe some positive and negative emotions.	Exploring strategies to manage different emotions. Developing empathy. Identifying personal goals and how to work towards them. Exploring the need for perseverance and developing a growth mindset. Developing an understanding of self respect.	To know that we can feel more than one emotion at a time. To know that a growth mindset means being positive about challenges and finding ways to overcome them.	
	Mental wellbeing						

Sub-strand	EYFS (Reception)			Year 1		Year 2	
	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge	
Being safe (including online)	Considering why it is important to follow rules. Exploring what it means to be a safe pedestrian.	To know that some rules are in place to keep us safe. To know how to behave safely on the pavement and when crossing roads with an adult.	Practising what to do if I get lost. Identifying hazards that may be found at home. Understanding people's roles within the local community that help keep us safe.	To know that some types of physical contact are never appropriate. To know what to do if I get lost. To know that a hazard is something which could cause an accident or injury.	Discussing the concept of privacy. Exploring ways to stay safe online. Learning how to behave safely near the road and when crossing the road.	To know the PANTS rule. To know that I should tell an adult if I see something which makes me uncomfortable online. To understand the difference between secrets and surprises. To know the rules for crossing the road safely.	
Drugs, alcohol and tobacco	N/A	N/A	Learning what is and is not safe to put in or on our bodies.	To know that some things are unsafe to put onto or into my body and to ask an adult if I am not sure.	Exploring what people can do to feel better when they are ill. Learning how to be safe around medicines.	To know that medicine can help us when we are ill. To understand that we should only take medicines when a trusted adult says we can.	
The changing adolescent body	N/A	N/A	N/A	N/A	N/A	To know the names of parts of my body including private parts.	
Basic first aid	N/A	N/A	Practising making an emergency phone call.	To know that an emergency is a situation where someone is badly hurt, very ill or a serious accident has happened. To know that the emergency services are the police, fire service and the ambulance service.	N/A	N/A	
	apow Primary 2022		Standard progression of knowledge				10

Progression of skills and knowledge		Citizenship			
EYFS (Reception)		Year 1		Year 2	
Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
Beginning to understand why rules are important in school.	To know that we have rules to keep everything fair, safe and enjoyable for everyone. To understand that we all have similarities and differences and that make us special. To know that we all have different beliefs and celebrate special times in different ways.	Recognising why rules are necessary and the consequences of not following rules. Discussing how to meet the needs of different pets. Exploring the differences between people. Recognising the groups that we belong to.	To know the rules in school. To know that different pets have different needs. To understand the needs of younger children and that these change over time. To know that voting is a fair way to make a decision. To understand that people are all different and that this is a good thing.	Explaining why rules are in place in different settings. Identifying positives and negatives about the school environment. Learning how to discuss issues of concern to me. Recognising the importance of looking after the school environment. Identifying ways to help look after the school environment. Recognising the contribution people make to the local community.	To know some of the different places where rules apply. To know that some rules are made to be followed by everyone and are known as 'laws'. To know some of the jobs people do to look after the environment in school and the local community. To understand how democracy works in school through the school council. To understand that different groups of people make different contributions to the community.

Progression of skills and knowledge

Economic wellbeing

Year 1			Year 2		Year 3
Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
Exploring how money is used by people. Discussing how to keep money safe. Discussing what to do if we find money. Exploring choices people make about money. Developing an understanding of how banks work. Listening to descriptions of professions. Thinking about questions they would like to ask others about their job. Describing what different people do in their jobs.	To know that people use money to buy things, including things they need and things they want. To know that coins and notes are types of money and have different values. To know that notes are higher in value than coins. To know that it is wrong to steal money. To know that money is valuable and needs to be looked after. To know that money should be stored in a safe place to keep it secure and should not be displayed in public places. To know that they should not show or give money to strangers. To know that they can ask adults they know and trust about money and where to store it safely. To know that banks are places where we can store our money. To know adults have jobs to help others and to earn money. To know that skills are things that we can do well and that everyone has different skills. To know that different jobs need different skills.	Explaining adult money sources. Identifying whether something is a want or need. Comparing and contrasting 'wants' and 'needs'. Identifying the main features of bank account cards. Exploring personal skills and talents. Exploring the reasons why people choose certain jobs. Identifying some ways to make an environment inclusive and fair. Reflecting on the importance of individuality and diversity.	To know that many adults earn money by having a job. To know some basic needs for survival, such as food, water and shelter. To know that a bank account is like a special place in a bank that keeps money safe until it is needed. To know that a bank account unlocks a bank account to access the money inside. To know that saving money is when we keep some money and don't spend it straight away. To know that it is important for workplaces to include a variety of people to bring different viewpoints and skills.	Considering pros and cons of payment methods. Contemplating budgeting benefits. Planning and calculating within a budget. Discussing attitudes and feelings about money. Developing empathy in financial situations. Handling negative financial emotions. Making ethical spending decisions. Assessing impact of spending choices. Reflecting on future job based on goals. Challenging and understanding workplace stereotypes. Ranking factors influencing job choices.	To know that we can pay for things using cash, a debit card, a credit card, online banking, and digital wallets. To know that spending should be based on necessity, importance, and available budget. To know that budgeting is planning how to spend and save the money that you have available. To know that money can cause us to have positive and negative feelings. To know how we spend money can affect other people and the environment, like buying environmentally friendly products to help protect the planet. To know that different jobs contribute to our society in different ways. To know that stereotypes are oversimplified ideas about what jobs are suitable for people based on gender, race, or other characteristics. To know that it is important to consider what they are good at and enjoy doing when choosing future careers. To know that they can aim for any career they are interested in and passionate about, regardless of stereotypes or other people's expectations.

<i>Progression of skills and knowledge</i>		Transition					
Year 1		Year 2		Year 3			
Skills	Knowledge	Skills	Knowledge	Skills	Knowledge		
Recognising our own strengths.	To understand that changes can be both positive and negative.	Identifying people who can help us when we are worried about changes.	To understand that change is part of life.	Learning strategies to deal with change.	To understand that change often brings about more opportunities and responsibilities.		