Bridge Academy Trust



Acorn Academy

Relationships and Sex Education Policy

October 2026

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 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 in- formed 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 at-
tend 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 2026 Revised (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:

In EYFS:

- My Feelings
- Special Relationships
- Taking on Challenges
- Listening and following instructions
- My family and friends
- My wellbeing

In KS1:

- My Healthy Self
- Connecting with others
- The online world
- Citizenship
- Staying Safe
- Health Protection (Year 1)
- Growing Up (Year 2)

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.

It is recommended that RSE is taught for 45 minutes per week. These lessons are linked to PSHE lessons. In addition to discrete lessons, RSE & PSHE learning is often reinforced through day-to-day school life. Teachers will naturally revisit and apply their learning in response to real-life situations that arise, such as issues on the playground, in the classroom or during discussions, helping pupils to make meaningful links between taught content and real experiences.

Roles and responsibilities

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. There are no elements of sex education taught in KS1.

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 2027

Long-term plan: RSE & PSHE

Overview – EYFS – Reception

Autumn 1	Self regulation: My feelings 6 lessons Understanding feelings and emotions by recognising specific emotions, expressing them appropriately and managing strong feelings effectively. The children identify their own and others' emotions and learn strategies to respond positively.	**Autumn 2**	Building relationships: Special relationships 6 lessons Learning about families, friendships and positive relationships by exploring the importance of special people in the children's lives. They consider the value of sharing, learn strategies for sharing fairly and recognise their own strengths as individuals.
Spring 1	Managing self: Taking on challenges 6 lessons Considering the value of perseverance in facing challenges, the children learn to communicate effectively with others, recognise the importance of rules and practise simple coping strategies.	**Spring 2**	Self-regulation: Listening and following instructions 6 lessons Developing listening and communication skills through stories and games that encourage careful attention to spoken language. The children explore how information can change as it is passed from person to person and how rumours spread.
Summer 1	Building relationships: My family and friends 6 lessons Developing an understanding of sharing, turn-taking and positive relationships. The children consider the qualities of a good friend, recognise how kind words affect others and work collaboratively to develop teamwork skills.	**Summer 2**	Managing self: My wellbeing 6 lessons Identifying why exercise is important for physical and mental health, the children discuss ways to take care of themselves, learn how to be safe pedestrians and consider the importance of a balanced diet.

Suggested long-term plan: RSE & PSHE

Overview - Key stage 1

Year 1

Autumn 1	My healthy self: How can we look after our emotions? 8 lessons Recognising and naming a range of emotions, pupils learn to identify facial and body clues linked to feelings. They explore what helps them feel calm and happy, understand the importance of rest and enjoyable activities, and practise simple strategies for managing different emotions.	**Autumn 2**	Connecting with others: How can I help myself and others feel happy and safe? 7 lessons Identifying what makes them and others special, pupils learn how friends, family and classmates can help and support each other. They explore how respect is shown through behaviour in different situations and identify simple strategies for managing disagreements in families and friendships.
Spring 1	The online world: How do we spend time online? 7 lessons Understanding how to stay safe and respectful online and recognising the different ways people use the internet in everyday life. Pupils compare online and offline activities, explore appropriate online behaviour and identify strategies for staying safe and responding to unsuitable content.	**Spring 2**	Citizenship: How can I help others and the environment? 0 lessons Learning how people can care for others and the environment through exploring the needs of babies, young children and pets, alongside ways to improve their school and local area. Pupils investigate how rules help communities stay safe, happy and fair, and consider how they can make a positive contribution to the world around them.
Summer 1	Health protection: How can I protect myself and others in daily life? 7 lessons	**Summer 2**	Staying safe: How can I stay safe? 7 lessons

	Exploring illnesses and injuries, understanding the roles of different healthcare workers in prevention and treatment and practising how to get medical help. Pupils investigate how germs spread, practise ways to reduce the risk of illness and learn when and how to seek help in an emergency.		Recognising how rules help to keep people safe by identifying everyday hazards and understanding situations that could cause harm. Pupils explore ways to stay safe around roads and potentially dangerous items, recognise body clues that signal a problem and learn how to seek help from a trusted adult when needed.

Suggested long-term plan: RSE & PSHE

Overview - Key stage 1

Year 2

Autumn 1	My healthy self: How can we look after our bodies? 7 lessons Understanding how everyday choices support health and wellbeing by exploring the effects of movement, sleep, food and drink on the body. Pupils identify healthy habits, including eating fruit and vegetables, drinking water, resting well and caring for their teeth, before planning a simple healthy daily routine.	**Autumn 2**	Connecting with others: How can I build safe, kind and caring relationships with others? 7 lessons Recognising how families and communities can be similar and different, pupils learn about kindness, respect and positive relationships. Pupils recognise unkind behaviour, including bullying, explore personal space, privacy and boundaries and identify trusted adults who can help them when they feel worried or unsafe.
Spring 1	The online world: How can we stay safe online? 7 lessons Developing an understanding of how people use the internet safely, including sharing information, protecting private information and recognising that not everything online is real. Pupils apply their understanding by identifying safe and unsafe online situations, evaluating online content and explaining how to respond safely when they need help.	**Spring 2**	Citizenship: How do people belong to a community and earn money? 7 lessons Exploring communities, belonging and money through learning about the different groups people are part of and how decisions can be made fairly. Pupils reflect on similarities and differences within their community, use simple voting to consider different viewpoints and develop an understanding of where money comes from and how it is earned.

Summer 1	<u>Growing up: How can we look after and respect our bodies as we grow?</u> 7 lessons Recognising how people grow and change over time through learning about physical development, privacy and personal boundaries. Pupils learn that change is a normal part of growing up, use the correct scientific names for private body parts and identify trusted people who can help if they feel worried or unsafe.	**Summer 2**	<u>Staying safe: How can I make safe choices in different places?</u> 7 lessons Understanding that unsafe situations at home and in public, including common hazards and behaviours that can make someone feel unsafe. Pupils identify when words, actions or touch are not okay, practise saying no and learn how and when to seek help from a trusted adult.