



Relationships, Health and Sex Education Policy

Date: May 2026

Due for Review: May 2027

Our Vision

Within our broad and balanced curriculum offer for all our children, our specific vision for RSE and PSHE is that every Ottershaw child knows how to be safe, healthy and manage their academic, personal and social lives in a positive way.

Introduction

Relationships and Sex Education (RSE) 'is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science, and others are taught as part of personal, social, health and economic education (PSHE). A comprehensive programme of RSE provides accurate information about the body, reproduction, sex, and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline'.

(Brook, SEF, PSHE Association, 2014: 3)

As we are a Church of England school, our teaching is consistent with the school's Christian ethos and values. Specifically the teaching approach we use is:

- Based on inclusive Christian principles and values, emphasising respect, compassion, loving care and forgiveness.
- Taught in the light of the belief in the absolute worth of all people and the unconditional, infinite love of God.
- Sensitive to the circumstances of all children and mindful of the variety of expressions of family life in our culture.
- A balance of the science of reproduction and sexual behaviour alongside the exploration of relationships, values and morals.

Attitudes and values that underpin effective RSE include the empowering values of honesty, equality, inclusion, trust, love, care, compassion, and respect (for self and others) – these reflect the Christian values that underpin our school ethos and all aspects of our curriculum. Children are provided with opportunities to reflect upon values and consider individual conscience and moral considerations, learn the importance of positive values within family life (including stable and loving relationships), explore moral dilemmas and develop critical thinking to support 'healthy' decision making with regards to the relationships they make.

Personal and social skills help children and young people to understand and manage their emotions and relationships appropriately and sensitively. They assist with informed decision-making, the development of empathy, communication skills, risk management, self-esteem and resilience; thus positively impacting upon their ability to resolve disputes/conflict, maintain positive relationships, understand difference and recognise and avoid exploitation, bias and abuse.

Knowledge and understanding in relation to RSE include learning and understanding physical and emotional development at appropriate stages. It provides our children with opportunities to consider human sexuality, gender, stereotyping, equality, reproduction, sexual health, emotions, the importance of positive relationships, and the variety of relationships they have, and will encounter.



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Sensitivity and respect are shown to all children when teaching about personal relationships and RSE is taught with this in mind to ensure that there is no stigmatization of children based on their home/personal circumstances.

Whilst pupils are given the opportunity to explore their own attitudes, values and beliefs and to develop a moral code that will guide their actions, this is exercised within an understanding of the rights of others to hold differing views and respect one another's beliefs.

Our Curriculum

In line with our School vision and Ethos, and our quest to enable all our children to become successful adults who 'live life in all its fullness', we see RSE as an essential element of our broad and balanced curriculum. It is threaded throughout the school day, as part of our daily 'time in' for reflection, prayer and mindfulness; it is part of our weekly timetable with a specific PSHE lesson and, because we offer such a comprehensive curriculum, is also covered in specific blocks during themed weeks (such as Anti-Bullying and Values Weeks) and the Spring Term where Science and PSHE have a greater focus than Geography and History.

Our Relationship and Sex Education Curriculum falls under the wider PSHE curriculum at our school, and also overlaps with the National Curriculum for Science and PE (both of which we choose to follow as an Academy within the Good Shepherd Trust).

In order to ensure that our curriculum meets the needs of our learners, it is reviewed annually by the Curriculum Well Being Team, alongside Senior Leaders. We mainly use the commercial scheme 'Jigsaw' to guide our lesson planning and delivery but will use additional resources and Themed Days/Weeks to ensure we meet the needs of our children.

Our Scheme of Work (see appendix for coverage) is fully compliant with the 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' statutory guidance published by the Department for Education.

Specific Aims and Objectives of our Sex Education Curriculum

Because we want to meet the needs of our learners and ensure that they are ready to face more of the wider world as they move to Secondary School, we have chosen to teach some elements of sex education. This programme combines the National Curriculum for Science with our Relationship and PSHE Curriculum.

The Scientific element includes:

Early Years Foundation Stage

Children learn about life cycles.

Key Stage 1

Children learn:

- That animals, including humans, move, breathe, feed, grow, use their senses and reproduce
- To recognise and compare the main external parts of the bodies of humans



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- That humans and animals can reproduce offspring, and these grow in to adults
- To recognise similarities and differences between themselves and others
- Recognise the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Key Stage 2

Children learn:

- That the life processes common to humans and other animals include nutrition, growth and reproduction
- About the main stages of the human lifecycle
- The impact of diet, exercise, drugs and lifestyle on the function of their bodies

We teach children about:

- The physical development of their bodies as they grow into adults
- The way humans reproduce
- Respect for their own bodies and the importance of sexual activity as part of a committed, loving relationship
- Respect for the views of other people
- Relationship issues
- What they should do if they are worried about any sexual matters or feel unsafe in any personal situation.

It is in Year 5 that we teach about the main stages of the human life cycle in greater depth. We teach the science of conception and how babies are born to both boys and girls, alongside their changing emotions and feelings about relationships as they become adults. We also explore puberty, how bodies gradually change and the need to appreciate and respect differences between people.

We arrange a meeting for all parents and carers of children in Year 5 to discuss this particular programme of lessons, to explain how the lessons are taught and to allow parents the opportunity to view the resources we use.

The Role of Parents

We wish to build a positive and supportive relationship with parents through mutual understanding, trust and cooperation. In promoting this we:

- Inform parents about the school's RSE Policy and practice
- Answer any questions that parents may have about the sex education of their child
- Take seriously any issue that parents raise about this policy or the arrangements for sex education in the school.



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Parents have the right to withdraw their children from all, or part of the RSE curriculum, except for those parts included within the National Curriculum (Science). Should any parent wish to exercise this right we ask that they meet with the Headteacher to discuss the matter personally.

How the RSE programme and Policy is monitored and assessed in our school

We ensure that all pupils have equal access to the RSE programme through a thorough process of monitoring, evaluation and assessment, which takes into consideration pupils' needs, maturity, age, ability and personal circumstances.

REVIEW OF THIS POLICY

This policy is reviewed at least every 3 years and also in the light of any related issue that may occur such as any new findings arising from educational research, local or national guidance. This policy, and the associated resources and scheme of work were reviewed with both Governors and Parent groups before being approved.



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Appendix 1: Curriculum Coverage of our Scheme of Work

(based on statutory Department for Education RSE guidance, 2019)

Families and people who care for me
That families are important for children growing up because they can give love, security and stability.
The characteristics of healthy family life, 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.
That others' families, 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.
That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
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
How important friendships are in making us feel happy and secure, and how people choose and make friends.
The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Respectful Relationships
The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
Practical steps they can take in a range of different contexts to improve or support respectful relationships.
The conventions of courtesy and manners.
The importance of self-respect and how this links to their own happiness.
That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
What a stereotype is, and how stereotypes can be unfair, negative or destructive.
The importance of permission-seeking and giving in relationships with friends, peers and adults.



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Online relationships
That people sometimes behave differently online, including by pretending to be someone they are not.
That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
How information and data is shared and used online.

Being safe
What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
How to recognise and report feelings of being unsafe or feeling bad about any adult.
How to ask for advice or help for themselves or others, and to keep trying until they are heard,
How to report concerns or abuse, and the vocabulary and confidence needed to do so.
Where to get advice e.g. family, school and/or other sources.

Mental wellbeing
That mental wellbeing is a normal part of daily life, in the same way as physical health.
That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
Where and how to seek support (including recognising the triggers for seeking support), including whom 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).
It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.



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Internet safety and harms

that for most people the internet is an integral part of life and has many benefits.

about the benefits of rationing 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.

how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.

why social media, some computer games and online gaming, for example, are age restricted.

that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.

how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.

where and how to report concerns and get support with issues online.

Physical health and fitness

The characteristics and mental and physical benefits of an active lifestyle.

The importance of building regular exercise 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, vigorous exercise.

The risks associated with an inactive lifestyle (including obesity).

How and when to seek support including which adults to speak to in school if they are worried about their health.

Healthy eating

What constitutes a healthy diet (including understanding calories and other nutritional content).

The principles of planning and preparing a range of healthy meals

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 and tobacco

The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Health and prevention

How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.

about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer

The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.

About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.

About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.

The facts and science relating to allergies, immunisation and vaccination.



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Basic first aid
How to make a clear and efficient call to emergency services if necessary.
Concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Changing adolescent body
Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
About menstrual wellbeing including the key facts about the menstrual cycle.