

Aspire - Collaborate - Explore

'Together we learn – United we achieve'



Relationships and Sex Education Policy 2025-26

TOWNVILLE ACADEMY

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RELATIONSHIPS AND SEX EDUCATION POLICY

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Our vision

At Townville Academy we aspire to offer the best possible early education for our children in a happy, safe, inclusive environment. We build firm foundations through a welcoming, holistic community approach placing the individual needs of the child at the heart. With high expectations and aspirations for every child we seek to ensure all children develop the skills and attributes they need to thrive and succeed both now and in the future.

1. Aims

The aims of relationships and sex education (RSE) at our school are to:

- Develop the personal skills needed by pupils for them to establish and maintain healthy relationships*
- Provide a framework in which discussions about relationships can take place*
- Prepare pupils for life, and give them an understanding of growth and human development and the importance of health and hygiene*
- Help pupils develop feelings of self-respect, confidence and empathy*
- Create a positive culture around issues of sexuality and relationships*
- Teach pupils the correct vocabulary to describe themselves and their bodies*

2. Statutory requirements

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

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In teaching RSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Townville Academy we teach RSE as set out in this policy.

3. 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 brought 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. Pupil consultation – we investigated what exactly pupils want from their RSE through pupil forum style discussions*
- 5. Ratification – once amendments were made, the policy was shared with governors and ratified*

4. Definition

As an Infant school, we provide age-appropriate relationships education as part of our PHSCE lessons. RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information and exploring issues and values. RSE is not about the promotion of sexual activity.

5. Curriculum

Our curriculum is set out as per Appendix 1, this is our intended curriculum. We regularly reflect upon the content of our curriculum to ensure it meets the needs of the children within our community. If it were to be felt greater education was needed to keep our children safe this would be prioritised, this may be on an individual, group, class or whole school level.

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 so they are fully informed and don't seek answers online.

For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

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

- *Families and people who care for me*
- *Caring friendships*
- *Respectful relationships*
- *Online relationships*
- *Being safe*

For more information about our RSE curriculum, see Appendices 1 and 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).

7. Roles and responsibilities

7.1 The local governing board

The local governing board will approve the RSE policy, and hold the head teacher to account for its implementation.

7.2 The head teacher

The head teacher and Curriculum lead are responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non- statutory components of RSE (see section 8).

7.3 Staff

Staff are responsible for:

- *Delivering RSE in a sensitive way*
- *Modelling positive attitudes to RSE*
- *Monitoring progress*
- *Responding to the needs of individual pupils*
- *Responding appropriately to pupils whose parents wish them to be withdrawn from the non- statutory components of RSE*

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 head teacher.

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Our Curriculum Lead and Welfare Officer have the responsibility for teaching and monitoring all aspects of the PSHE curriculum which includes RSE in our school.

7.4 Pupils

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

8. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education. As an Infant School, we do not provide any sex education other than that that is covered in the statutory elements of the KS1 science curriculum, as such the parents do not have the right to withdraw their child from this education.

9. 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 head teacher may also invite visitors from outside the school, such as school nurses to provide support and training to staff teaching RSE.

10. Monitoring arrangements

The delivery of RSE is monitored by the Curriculum Lead through monitoring of planning, lesson observations and /or learning walks, work scrutiny and also pupil feedback.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed annually. At every review, the policy will be approved by the head teacher and Governing Body.

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Appendix 1: Curriculum map

Relationships and sex education curriculum map

RSE is taught as part of the 'Jigsaw' PHSCE scheme we follow from Nursery to end of Year 2.

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5 (F1-F2)	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Ages 5-6	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Ages 6-7	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition

Our RSE Curriculum Map can be found by following the embedded link here:



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Appendix 2:

At Townville Academy, we ensure the children develop firm and age-appropriate foundations, which will then be further developed during their time in KS1 to ensure they know all of the following:

By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
<i>Families and people who care about me</i>	<ul style="list-style-type: none">• 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
<i>Caring friendships</i>	<ul style="list-style-type: none">• 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

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TOPIC	PUPILS SHOULD KNOW
<i>Respectful relationships</i>	<ul style="list-style-type: none">● <i>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</i>● <i>Practical steps they can take in a range of different contexts to improve or support respectful relationships</i>● <i>The conventions of courtesy and manners</i>● <i>The importance of self-respect and how this links to their own happiness</i>● <i>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</i>● <i>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</i>● <i>What a stereotype is, and how stereotypes can be unfair, negative or destructive</i>● <i>The importance of permission-seeking and giving in relationships with friends, peers and adults</i>
<i>Online relationships</i>	<ul style="list-style-type: none">● <i>That people sometimes behave differently online, including by pretending to be someone they are not</i>● <i>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</i>● <i>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</i>● <i>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</i>● <i>How information and data is shared and used online</i>

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TOPIC	PUPILS SHOULD KNOW
<i>Being safe</i>	<ul style="list-style-type: none">• <i>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</i>• <i>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</i>• <i>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</i>• <i>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</i>• <i>How to recognise and report feelings of being unsafe or feeling bad about any adult</i>• <i>How to ask for advice or help for themselves or others, and to keep trying until they are heard</i>• <i>How to report concerns or abuse, and the vocabulary and confidence needed to do so</i>• <i>Where to get advice e.g. family, school and/or other sources</i>