



GREENWOOD ACADEMIES TRUST

**Mansfield Primary Academy
Relationships and Sex Education Policy
September 2026**

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1. Values and Ethos

This policy covers Greenwood Academies Trust's approach to how we expect our academies to support children's development and understanding around relationships and physical development. The policy is developed in line with the expectations of the DfE Statutory Guidance for RSE (2025). This policy has been developed in such a way as that this can be adapted and personalised to become an academy level policy into practice document. GAT require each academy to have in place a policy for RSE. We define 'relationships and sex education' as a curriculum which will help our children grow in confidence and understanding relating to how they as individuals will develop, grow and mature into responsible individuals.

- We believe relationships and sex education is important for our academies because it will help our children to value positive relationships and to have the confidence and strength of character to identify and lead a healthy lifestyle.
- We view the partnership of home and academy as vital in providing the context of open discussion, honesty and support.

The intended outcomes of the programmes of study are that pupils will:

- Know and understand, how as individuals our bodies change as we get older. ○ Understand they have the right to be safe.
- Understand they have a responsibility to be a responsible, valued member of the academy. ○ Develop the skills needed to lead a healthy lifestyle.
- Develop the attributes of positive relationships.

2. Aims

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

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual 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
- Support the academy ethos of nurturing a caring community

3. Statutory Requirements & Legislation

Mansfield Primary Academy follows the revised Department for Education statutory guidance that states from September 2020, all primary and secondary schools must deliver relationships education. In implementation of the RSE curriculum, the requirements and scope from the DfE are:

Relationships Education	Relationships and Sex Education	Health Education
All schools providing primary education, including all-through schools and middle schools (includes schools as set out in the Summary section).	All schools providing secondary education, including all-through schools and middle schools (includes schools as set out in the Summary section).	All maintained schools including schools with a sixth form, academies, free schools, non-maintained special schools and alternative provision, including pupil referral units.
		The statutory requirement to provide Health Education does not apply to independent schools – PSHE is already compulsory as independent schools must meet the Independent School Standards as set out in the Education (Independent School Standards) Regulations 2014. Independent schools, however, may find the principles in the guidance on Health Education helpful in planning an age-appropriate curriculum.
The statutory requirements do not apply to sixth form colleges, 16-19 academies or Further Education (FE) colleges ⁷ , although we would encourage them to support students by offering these subjects. These settings may find the principles helpful, especially in supporting pupils in the transition to FE.		

Policies for mandatory subjects		Policy for non-mandatory subjects
For primary education ⁹	For secondary education	For primary schools that may choose to teach sex education
Define Relationships Education	Define Relationships and Sex Education	Define any sex education they choose to teach other than that covered in the science curriculum.
Set out the subject content, how it is taught and who is responsible for teaching it.		
Describe how the subject is monitored and evaluated.		
Include information to clarify why parents <i>do not</i> have a right to withdraw their child.	Include information about a parent's right to request that their child be excused from sex education within RSE only.	Include information about a parent's right to request that their child be excused.

Please refer to **Appendix 5 – Roadmap** from the PSHE Association that defines the process for reviewing and considering the development of the RSE curriculum at each academy.

Documents that inform the Trust's RSE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Locally Agreed RE Syllabus in line with SACRE Guidelines

- Supplementary Guidance SRE for the 21st Century
- Keeping Children Safe in Education – Statutory safeguarding guidance
- As an academy we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

Within the Greenwood Academies Trust, we assure that academies teach RSE as set out in this policy.

4. Definition

RSE teaches children and young people how to be safe and healthy. It teaches them how to manage their academic, personal and social lives in a positive way. RSE involves a combination of sharing information, exploring issues and values. RSE is not about the promotion of sexual activity or lifestyles.

Relationships Education: the focus is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. 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). **See Appendix 2 for content mapping from the PSHE Association.**

Health Education: the focus is on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental wellbeing is a normal part of daily life, in the same way as physical health. **See Appendix 2 for content mapping from the PSHE Association.**

Sex Education: the focus is on teaching children the facts about puberty (preparing boys and girls for the changes that adolescence brings) and reproduction (how a baby is conceived and born). Parents have the right to withdraw a pupil from sex education lessons up to three months before the 16th birthday of the pupil when the child can choose to opt in.

5. Curriculum Design

The curriculum for RSE is set out by each academy in line with this policy. Parents will be kept informed as per DfE expectations.

The RSE programme is an integral part of whole school PSHE provision and will cover: Health and Well Being, Relationships and Living in the Wider World. It:

- is inclusive of equality and diversity and academies will demonstrate this by ensuring the curriculum enables all pupils to engage with it providing pupils with knowledge and awareness from a broad spectrum of society as a whole.

- The curriculum promotes understanding of the protected characteristics identified within the Equality Act 2010 in an age-appropriate manner and fosters respect for all members of society.
- will meet the needs, or be adapted for, those children with protected characteristics through teaching which respects and acknowledges all pupils.
- supports the demographic of the locality with staff and leaders being acutely aware of common issues and needs of our pupils.
- fosters gender equality and LGBT + equality by respecting the views and feelings of all and promoting an understanding of equality through openness and respect.
- will be planned and delivered through both direct teaching time each week and also across the curriculum with the core values being modelled and embedded through daily routines. The curriculum acknowledges the range of ages and takes into account content when considering the age of the pupils it will be shared with.
- will be taught through a range of teaching methods and interactive activities.
- Will ensure that learning about relationships and sex education will link to/complement learning in science and SMSC.

Parent Access to Curriculum Materials

- The academy recognises the importance of working in partnership with parents and carers in delivering Relationships, Sex and Health Education (RSHE). Parents and carers can access information about the RSHE curriculum through the academy website under the PSHE and RSE pages, curriculum overviews, information letters and parent consultation opportunities.
- Copies of curriculum maps, lesson overviews and teaching resources are available upon request from the academy. Prior to the teaching of specific sex education content, parents and carers will be informed of the content to be delivered and provided with opportunities to ask questions or discuss any concerns with academy staff.

Meeting the Needs of All Pupils

RSHE will be delivered in a manner that is accessible to all pupils, including those with special educational needs and disabilities (SEND).

Teaching staff will:

- Adapt lesson content, language and resources to meet individual needs.
- Use a range of teaching approaches, including visual supports, repetition, pre-teaching of vocabulary and practical activities.
- Work collaboratively with the SENDCo and other professionals where appropriate.
- Consider pupils' developmental stage as well as their chronological age when planning and delivering learning.
- Ensure all pupils have equitable access to learning and opportunities to participate in discussions safely and respectfully.

Individual support arrangements may be implemented where required to ensure pupils can engage fully with the curriculum.

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) and that of SMSC.

Pupil Questions

- Pupils are encouraged to ask questions during RSHE lessons. Teachers will answer questions in an age-appropriate, factual and sensitive manner, taking account of the maturity and understanding of the pupils involved.
- Where a question falls outside the planned curriculum, the teacher will use professional judgement to determine whether to provide an answer immediately, address the matter in a future lesson, or advise the pupil to discuss the matter with a parent or carer.
- If a pupil has been withdrawn from sex education lessons, teachers will not provide the withdrawn curriculum content individually. However, staff will continue to support the pupil's safeguarding, wellbeing and understanding of statutory Relationships Education and Health Education. Any questions raised by withdrawn pupils will be answered factually and appropriately whilst respecting the parent's withdrawal decision.

Curriculum Sequence

- The academy's RSHE curriculum, using the 1Decision scheme, is delivered progressively from Reception to Year 6, ensuring that learning is age-appropriate and builds upon previous knowledge and understanding.
- Detailed curriculum maps showing the content taught in each year group, together with the timing of units, are accessible through the academy website and reviewed annually.
- Parents and carers are informed in advance when sex education content that goes beyond the National Curriculum for Science will be delivered.

7. Roles and Responsibilities

The Trust

The Trust has a set of activities that will monitor the quality and effectiveness of the RSE policy and curriculum in each academy. The Curriculum Assurance Board will be key to the monitoring of this policy and will develop additional support or guidance to academies if required.

The Academy

The Principal is responsible for ensuring that RSE is taught consistently across the academy, and for managing requests to withdraw pupils from non-statutory/non-science components of Sex Education. The Principal is responsible for ensuring policy and practice are adhered to and that all information is made accessible to all parents and carers.

- The nominated person for PSHE is responsible for development of the curriculum and monitoring of the curriculum across the academy.
- It will be taught by teachers in each year group.
- Teachers will receive RSE training as appropriate.

The Principal should also ensure that there has been consultation with the academy community and parents/carers on the policy and curriculum for RSE in line with the guidance from the DfE. The academy should ensure this also published on the website. **Appendix 7** provides a template process for this.

Developing a policy

13. All schools must have in place a written policy for Relationships Education and RSE. Schools must consult parents in developing and reviewing their policy. Schools should ensure that the policy meets the needs of pupils and parents and reflects the community they serve.

What is required?

15. All schools must have an up-to-date policy, which is made available to parents and others. Schools must provide a copy of the policy free of charge to anyone who asks for one and should publish the policy on the school website⁸.

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/non-science components of Sex Education

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 Principal. All class teachers are responsible for teaching RSE. The trust would expect the Principal to honour appropriate requests for withdrawal (request form can be found in **Appendix 4**) and meet with parents to discuss these in line with the DfE guidance as summarised in **Appendix 6**.

Pupils

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

8. Safeguarding

Academies must consider how safeguarding and confidentiality protocols support safe and effective RSE practice.

- Teachers should be aware of the academy confidentiality policy.
- Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue.
- Teachers will consult with the designated safeguarding lead who will follow academy policy for safeguarding.
- The academy currently uses the 1Decision programme to support the delivery of RSHE. External visitors, such as school nursing professionals, may be used to enhance specific aspects of the curriculum.

9. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE. See Appendix 6 for DfE guidance on this issue.

Each academy should be clear in their curriculum mapping which aspects are 'Relationships Education' and which are 'Health Education' to support parents in decisions over withdrawal.

Requests for withdrawal should be put in writing using the form found in **Appendix 4** of this policy and addressed to the Principal. Alternative work will be given to pupils who are withdrawn from sex education.

10. Training

- Staff are to be trained on the delivery of RSE.
- The Principal 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.
- The academy currently uses the 1Decision programme to support the delivery of RSHE. External visitors, such as school nursing professionals, may be used to enhance specific aspects of the curriculum. Responsibility for planning, delivery and quality assurance of RSHE remains with the academy.

11. Monitoring Arrangements

The delivery of RSE is monitored in academies by senior leaders through:

Planning scrutinies, lesson visits, children and staff surveys

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

The implementation of this policy is monitored by the Trust through:

Assurance activities to ensure statutory arrangements are in place in each academy

Assurance activities to ensure the academy policies are being implemented and the RSE curriculum in each academy is of sufficient quality

This policy will be reviewed by the Curriculum Assurance Board annually and the Board will lead the development of any amendments to the policy.

12. Assessment

There are many reasons why it is important that learning in PSHE education is assessed, including:

- Pupils need opportunities to reflect on their learning and its implications for their lives.
- Teachers need to know that learning has taken place, be able to demonstrate progress and identify future learning needs.
- Assessment increases pupils' motivation and improves learning, as their raised awareness of their progress illustrates the value of this learning.
- Assessment allows the leadership team, parents, governors and school inspectors to see PSHE education's impact on pupils and whole school outcomes, such as Ofsted judgements on personal development, safeguarding, spiritual, moral, social and cultural (SMSC) development and the promotion of fundamental British values.
- Without assessment, all a school can do is describe its PSHE provision, not show its impact.
- The DfE also states in the statutory guidance for Relationships, Sex and Health education that "schools should have the same high expectations of the quality of pupils' work in these subjects as for other curriculum areas" — therefore assessment for and of learning should be central to any PSHE education provision.

At Mansfield Primary Academy:

Assessment in RSE will take the approach where adults will allow time for pupils to reflect and ask questions to qualify their thinking. These discussions will support teachers into how follow up lessons will be planned in order to meet the needs of the children.

- Pupils will have opportunities to review and reflect on their learning through; discussion, written work and artwork.
- Pupil voice will be influential in adapting and amending planned learning activities by adults providing time for pupils to discuss and share their thoughts and feelings and adults responding to pupil needs through follow up work either whole class, small group or 1:1.
- Parents will be informed of pupil understanding via parent consultations and written reports.

13. References and Sources

The following have been referenced during the development of this policy:

- The PSHE Association for the POS and Overview Documents
- Lincolnshire LA
- Beacon Primary Academy (Policy into Practice) in line with policy development across the East Coast Cluster
- Department for Education guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education
- Equalities Act 2010
- Keeping Children Safe in Education
- Early Years Foundation Stage – Early Learning Goals and Development Matters

Appendix 1: Curriculum Map for Early Years

Personal, Social and Emotional Development: Making relationships			
	A Unique Child: observing what a child is learning	Positive Relationships: what adults could do	Enabling Environments: what adults could provide
 22-36 months	- Interested in others' play and starting to join in. - Seeks out others to share experiences. - Shows affection and concern for people who are special to them. - May form a special friendship with another child.	- Ensure that children have opportunities to join in. - Help them to recognise and understand the rules for being together with others, such as waiting for a turn. - Continue to talk about feelings such as sadness, happiness, or feeling cross. - Model ways of noticing how others are feeling and comforting/helping them.	- Make time for children to be with their key person, individually and in their key group. - Create areas in which children can sit and chat with friends, such as a snug den and cosy spaces. - Provide resources that promote cooperation between two children such as a big ball to roll or throw to each other.
 30-50 months	- Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. - Initiates play, offering cues to peers to join them. - Keeps play going by responding to what others are saying or doing. - Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.	- Support children in developing positive relationships by challenging negative comments and actions towards either peers or adults. - Encourage children to choose to play with a variety of friends from all backgrounds, so that everybody in the group experiences being included. - Help children understand the feelings of others by labeling emotions such as sadness, happiness, feeling cross, lonely, scared or worried. - Plan support for children who have not yet made friends.	- Plan activities that require collaboration, such as parachute activities and ring games. - Provide stability in staffing, key person relationships and in grouping of the children. - Provide time, space and materials for children to collaborate with one another in different ways, for example, building constructions. - Provide a role-play area resourced with materials reflecting children's family lives and communities. Consider including resources reflecting lives that are unfamiliar, to broaden children's knowledge and reflect an inclusive ethos. - Choose books, puppets and dolls that help children explore their ideas about friends and friendship and to talk about feelings, e.g. someone saying 'You can't play'.
 40-60+ months	- Initiates conversations, attends to and takes account of what others say. - Explains own knowledge and understanding, and asks appropriate questions of others. - Takes steps to resolve conflicts with other children, e.g. finding a compromise. Early Learning Goal Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.	- Support children in linking openly and confidently with others, e.g. to seek help or check information. - Model being a considerate and responsive partner in interactions. - Ensure that children and adults make opportunities to listen to each other and explain their actions. - Be aware of and respond to particular needs of children who are learning English as an additional language.	- Ensure that children have opportunities over time to get to know everyone in the group, not just their special friends. - Ensure children have opportunities to relate to their key person, individually and in small groups. - Provide activities that involve turn-taking and sharing in small groups.

Children develop at their own rates, and in their own ways. The development statements and their order should not be taken as necessary steps for individual children. They should not be used as checklists. The age/stage bands overlap because these are not fixed age boundaries but suggest a typical range of development.

9

The development of positive relationships is a key strand that runs through every area of learning in the early years. There is a specific learning intention about families.

This contributes to the early learning goal: *showing sensitivity to others needs and feelings.*

Learning Intention

➤ To recognise that all families are different

Learning Outcomes

➤ Identify different members of the family

➤ Understand how members of a family can help each other

Resources

➤ *The Family Book*, Todd

Parr ➤ Families pictures

Appendix 2: Primary Expectations – from the PSHE Association

RELATIONSHIPS EDUCATION (PRIMARY)

By the end of primary school: Pupils should know:		KS1	KS2
Families and people who care for me	that families are important for children growing up because they can give love, security and stability.	R2	R6
	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.	R1, R4	R8
	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.	H22, R3	R2, R7
	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.	R3	R1, R6, R7
	that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.	R4	R3, R5
	how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	R5	R4, R9
Caring friendships	how important friendships are in making us feel happy and secure, and how people choose and make friends.	R6	R10
	the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.	R6	R11
	that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.	R7	R13, R14
	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.	R8	R16
	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.	R9	R18

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.	H22, R23, L4, L6	R32, R33, L6
	practical steps they can take in a range of different contexts to improve or support respectful relationships.	R6, R8	R33, R34
	the conventions of courtesy and manners.	R22	R33
	the importance of self-respect and how this links to their own happiness.	H21, H23, R22	R31
	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.	R22, H22	R31
	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.	R10, R11, R12	R19, R20, R28
	what a stereotype is, and how stereotypes can be unfair, negative or destructive.	L4	R21, L7, L8, L9
	the importance of permission-seeking and giving in relationships with friends, peers and adults.	R15, R17	R22, R26
Online relationships	that people sometimes behave differently online, including by pretending to be someone they are not.	R14	R23
	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.	R12	R24, R30, R31
	the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.	R20	R24, R29
	how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.	R15	R24
	how information and data is shared and used online.	H34	L13, L14

Being safe	what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)	R17	R22
	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.	R13, R18	R27
	that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.	R13	H45, R25
	how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.	R14, R15, R19	R24
	how to recognise and report feelings of being unsafe or feeling bad about any adult.	R20	R29
	how to ask for advice or help for themselves or others, and to keep trying until they are heard.	R20	R29
	how to report concerns or abuse, and the vocabulary and confidence needed to do so.	R20	R29, H45
	where to get advice e.g. family, school and/or other sources.	R20	R29

By the end of primary school: Pupils should know:		KS1	KS2
Mental wellbeing	that mental wellbeing is a normal part of daily life, in the same way as physical health.	H1	H15
	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.	H11, H12, H13, H14	H17
	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.	H15, H16	H19
	how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.	H18, H19	H20, H21
	the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.	H17	H16
	simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.	H18, H20, H24	H16,
	isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.	H24, H27, R7	H24, R13
	that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.	R10, R11	R19
	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).	H19, R12	H21, R20
	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.	H24	H22

Drugs, alcohol and tobacco	the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.	H37	H46, H47, H48
Health and prevention	how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.		H5
	about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.	H8	H12
	the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.	H4	H8
	about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.	H7	H11
	about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.	H5	H9, H40
	the facts and science relating to allergies, immunisation and vaccination.	H6	H10
Basic first aid	how to make a clear and efficient call to emergency services if necessary.	H35, H36	H44
	concepts of basic first-aid, for example dealing with common injuries, including head injuries.	H35, H37	H43
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.	H25, H26	H30, H31, H32, H34
	about menstrual wellbeing including the key facts about the menstrual cycle.		H30, H31

Appendix 3: Secondary Expectations – from the PSHE Association

RELATIONSHIPS EDUCATION (SECONDARY)

By the end of secondary school: Pupils should know:		KS3	KS4
Families	that there are different types of committed, stable relationships.	R1, R36	R1, R4
	how these relationships might contribute to human happiness and their importance for bringing up children.	H2, R36	R2, R4, R25
	what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.		R4, R10
	why marriage is an important relationship choice for many couples and why it must be freely entered into.	R6	R4, R10, R33
	the characteristics and legal status of other types of long-term relationships.	R1	R1, R4
	the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.	R35, R36	R25
	how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.	R2, R6, R23, R37, R38, R46, L23, L27	R2, R17, R23, L24, L27
Respectful relationships, including friendships	the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.	R2, R10, R13, R14, R16, R19, R21	R1, R12, R13
	practical steps they can take in a range of different contexts to improve or support respectful relationships.	R13, R14, R41, R42	R30, R31, R34, R36
	how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).	R7, R8, R39, R40, L10	L5
	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 people in positions of authority and due tolerance of other people's beliefs.	R2, R14	R1, R10, L29

Continued...	about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.	R14, R23, R38, R40	R7, R34
	that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.	R2, R25, R37	R28, R29, R30
	what constitutes sexual harassment and sexual violence and why these are always unacceptable.	R37	R16, R29, L15
	the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.	R40, R41, L10	R5, R6, L15
Online and media	their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.	R13, R14, L20, L22	R15, R16, L11, L12, L22, L23
	about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.	H30, R17, R21, R37, L20, L21	H22, R14, R22, L25
	not to provide material to others that they would not want shared further and not to share personal material which is sent to them.	R29, R30, L21	R22, L23, L25
	what to do and where to get support to report material or manage issues online.	R17, R30, R37, L27	R14, R17, L23
	the impact of viewing harmful content.	H3, R7, R8, L25	H3, R8
	that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.	R8	R8
	that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.	R30	R22
	how information and data is generated, collected, shared and used online.	L20, L21	L22, L23, L25, L26
Being safe	the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.	H22, R6, R24, R25, R27, R37	H23, R16, R18, R19, R28, R29, R30, R31, R32, R33, R37
	how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).	R24, R26, R27	R18, R20, R21, R22

Intimate and sexual relationships, including sexual health	how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.	R2, R10, R14, R24, R31	R1, R2, R18
	that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.	H2, H36, R13, R18, R33	H2, H6, H26, H27, R24
	the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.		H26, H30, H31, H32, R24, R26
	that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.	H5, R24, R26, R30, R42	H4, R3, R18, R21, R28
	that they have a choice to delay sex or to enjoy intimacy without sex.	R9, R11, R12, R24, R25, R28, R31	R2, R9, R10, R21
	the facts about the full range of contraceptive choices, efficacy and options available.	H35, H36, R33	H26, H29, R23
	the facts around pregnancy including miscarriage.	R33, R34	H30, H32
	that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).	R34	H33, R23, R24, R26, R27
	how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.	H35, H36, R33	H27, H28, H31, R23
	about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.	H36	H27, H28, H31
	how the use of alcohol and drugs can lead to risky sexual behaviour.	H27	H20, R20
	how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.	H35, R23, R34, R37	H14, H28, H29, H32, H33, R7, R17, R24, R32

HEALTH EDUCATION (SECONDARY)

	By the end of secondary school: Pupils should know:	KS3	KS4
Mental wellbeing	how to talk about their emotions accurately and sensitively, using appropriate vocabulary.	H6, H8	
	that happiness is linked to being connected to others.		R1
	how to recognise the early signs of mental wellbeing concerns.	H11, H12	H6, H8, H10
	common types of mental ill health (e.g. anxiety and depression).	H11	H8, H9
	how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.	H1, H7, H13, H14, H15, L2, L25	H2, H7, H11
	the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.	H2, H10, H13, H14, L11	H7, H11
Internet safety and harms	the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.	H3, H13, H14, H30, H32, L18, L20, L24	H3, H12, H22, H25, L11, L18, L24, L25, L26
	how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.	H30, R13, R14, R17, R23, R30, R37, R38, L27	H23, R3, R7, R14, R15, R16, R17, R22, R29, R30, R31, R34, R38, L20
Physical health and fitness	the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.	H10, H13, H14	H7, H11
	the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health.	H13, H14, H15	H11, H16
	about the science relating to blood, organ and stem cell donation.		H15

Healthy eating	how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.	H17, H18	H11
Drugs, alcohol and tobacco	the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.	H23, H26, H27, H28, R20	H19, H20, R20
	the law relating to the supply and possession of illegal substances.	H26, H28	H19
	the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.	H24, H26, H27, H29, R20	H19, R20
	the physical and psychological consequences of addiction, including alcohol dependency.	H26, H27, H29, R20	H19, H20, H21
	awareness of the dangers of drugs which are prescribed but still present serious health risks.	H23, H26, H27	H19
	the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.	H26, H27	H19, H21
Health and prevention	about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.	H19, H20	H16
	about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.	H19, H20	
	(late secondary) the benefits of regular self-examination and screening.	H19	H16
	the facts and science relating to immunisation and vaccination.	H19	H16
	the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.	H15	H11

Basic first aid	• <i>basic treatment for common injuries.</i>	H33	H24
	• <i>life-saving skills, including how to administer CPR.</i>	H33	H24
	• <i>the purpose of defibrillators and when one might be needed.</i>	H33	H24
Changing adolescent body	• <i>key facts about puberty, the changing adolescent body and menstrual wellbeing.</i>	H34	
	• <i>the main changes which take place in males and females, and the implications for emotional and physical health.</i>	H34, R5, R18	R6

Appendix 4: Parent Form



Sex Education: Information for Parents and Carers

What Your Child Will Be Taught

At Mansfield Primary Academy, we understand that teaching children about relationships, growing up and human development is an important part of supporting their wellbeing, safety and preparation for the future. We also recognise that parents and carers play a vital role in these conversations and that schools and families work best when they work together openly and supportively.

Relationships and Health Education (RHE) is statutory for all primary schools in England and forms part of our PSHE curriculum. This includes puberty education. Parents and carers do not have the right to withdraw their child from any content that covers statutory Relationships or Health Education objectives, or national curriculum science objectives (including human development and reproduction).

In addition to the statutory curriculum, our school also chooses to deliver a Sex Education unit. This is taught in Year 6 through 1decision's Conception topic and covers how babies are made in an age-appropriate, factual way. This is the only element of our PSHE/RSHE provision from which parents and carers may request withdrawal.

We hope you trust that, as a school, we take decisions around RSHE content very seriously. All materials are carefully selected and reviewed to ensure they remain age-appropriate, sensitive and relevant to children's current needs and levels of maturity. Our priority is always to support children in developing accurate understanding, confidence, safety awareness and respect in a way that is appropriate for their stage of development.

Our Chosen Programme: 1decision

To deliver PSHE and RSHE, we use 1decision - a multi-award winning programme used across the country and worldwide. The resources have been developed by PSHE and safeguarding experts, working alongside schools and children.

We encourage you to explore the 1decision Parent/Carer Zone before making any decision about withdrawal. There you will find:

- An overview of what 1decision is and how it works
- A content overview, including examples of puberty and conception animations
- Examples of Early Years content
- Understanding RSHE document
- Free home activities and much more

Why We Teach Sex Education

We believe it is important that children receive accurate, age-appropriate information in a safe environment - from a trusted adult, rather than from peers or online sources. Research shows that children who do not receive this information at school are more likely to turn to the internet, where content can be misleading, harmful or age-inappropriate.

Our teaching is carefully planned, sensitive in its delivery, and gives pupils the opportunity to ask questions in a supportive setting.

We would love to show you the resources before you make a decision.

You are warmly welcome to view the 1decision videos and resources, using this link:

[Parent/carer Zone: RSHE and PSHE Support and Guidance](#)

Requesting Withdrawal from the Conception Unit

If, after reviewing the 1decision resources, you wish to withdraw your child from the Year 6 Conception unit, please complete the form on the following page.

Please be aware that any request for withdrawal will be noted and kept on your child's record, in line with statutory guidance.

If you have any questions about our RSHE curriculum, please contact the office or class teacher.

Request for Withdrawal- Year 6 Conception Unit

Child's Name: _____

Parent/Carer Name: _____

Relationship to Child: _____

Telephone Number: _____

Email

Address:

I wish to withdraw my child from the Year 6 Conception unit delivered as part of Mansfield Primary Academy's RSHE curriculum.

I understand that:

☐ My child will continue to receive all statutory Relationships Education lessons.

☐ My child will continue to receive all statutory Health Education lessons.

☐ My child will continue to receive all National Curriculum Science lessons, including those relating to human development and reproduction.

☐ The withdrawal only relates to the non-statutory Sex Education content within the Year 6 Conception unit.

☐ Alternative supervised work will be provided for my child during these lessons.

Reason for Request (Optional)

We welcome any information you would like to share regarding your decision.

Parent/Carer Declaration

I confirm that I have read the school's information letter regarding the Year 6 Conception unit and understand which aspects of RSHE are statutory and which elements are subject to parental withdrawal rights.

Parent/Carer Signature: _____

Print Name: _____

Date: _____

Please return this form to the School Office or email it to:
admin@mansfieldprimaryacademy.org.uk

Roadmap to statutory RSE

These 10 steps provide a guide to support school leaders in preparing to provide high quality RSE as an identifiable part of PSHE education. These steps are based on established good practice and evidence. The law requires that Relationships and Sex Education (RSE) is to be taught in all secondary schools in England, and that Relationships Education is to be taught in all primary schools in England. Health Education will also be mandatory in all Government funded schools, which includes content on puberty. Government Relationships Education, RSE and Health Education guidance and regulations give further detail about the requirements. Schools that are ready to implement the updated guidance from September 2019 are encouraged to do so – September 2020 is proposed as the start date for mandatory provision.



Appendix 6

Right to be excused from sex education (commonly referred to as the right to withdraw)

45. Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Before granting any such request it would be good practice for the head teacher to discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. Schools will want to document this process to ensure a record is kept.

46. Good practice is also likely to include the head teacher discussing with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the school should respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms.

48. This process is the same for pupils with SEND. However there may be exceptional circumstances where the head teacher may want to take a pupil's specific needs arising from their SEND into account when making this decision. The approach outlined above should be reflected in the school's policy on RSE.

49. Head teachers will automatically grant a request to withdraw a pupil from any sex education delivered in primary schools, other than as part of the science curriculum.

50. If a pupil is excused from sex education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from Relationships Education or Health Education.

Appendix 7

Policy Development

This policy into practice has been developed in consultation with staff, pupils, parents and governing body. 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 teaching staff were given the opportunity to look at the policy and make recommendations.
3. The policy was reviewed in consultation with pupils and staff in 2026.
4. Pupil consultation – we discuss with pupils what they want from their RSE as part of the RSE lessons.

5. Drafting of policy into practice for the Academy – a member of staff pulled together all relevant information, including relevant national and local guidance and feedback from the consultations and then drafted the policy.
6. The Governing Body is responsible for approving the RSHE policy and ensuring it is implemented effectively.