

Relationships, Sex and Health Education Policy



Contents

1. Aims	1
2. The 7 Guiding Principles.....	2
3. Statutory requirements	2
4. Policy development.....	3
5. Definition	3
6. Curriculum	3
7. Delivery of RSHE.....	3
8. Roles and responsibilities	4
9. Pupils	5
10. Parents' right to withdraw.....	5
11. Training	5
12. Monitoring and Evaluation	5
Appendix 1: Parent form: withdrawal from sex education	6
Appendix 2: Curriculum map – By the end of primary school pupils should know – see separate document	

1. Aims

The aims of relationships, sex and health education (RSHE) at our academy 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 and cultivate positive characteristics such as kindness and integrity
- Teach pupils the correct vocabulary to describe themselves and their bodies
- To provide access to information and learning materials for parents including the right to withdraw from the non-statutory components of RSE

Our RSE learning at Lindfield is taken from the Jigsaw PSHE scheme of work. Our aim is to equip children with the ability to understand their thoughts and feelings by building up emotional resilience and developing self-confidence. Through our RSE learning, children will be given their entitlement to information about relationships, puberty and human reproduction appropriate to their age. We believe that Relationships Education at Lindfield should teach the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other peers and adults.

2. The 7 Guiding Principles

Engagement with pupils. An inclusive and well-sequenced RSHE curriculum should be informed by meaningful engagement with pupils to ensure that the curriculum is relevant and engaging.

Engagement and transparency with parents. Schools should engage with parents on the content of RSHE and be transparent with parents about all materials used in RSHE. All materials should be available to parents, as described in the section on openness with parents on page 33. Parents have a right to request that their children are withdrawn from sex education (pupils can opt back in from three terms before they turn 16) and schools should ensure parents are aware of sex education content within lessons in advance.

Positivity. Schools should focus on building positive attitudes and skills, promoting healthy norms about relationships, including sexual relationships where relevant, and about health, including mental health. Schools should avoid language which might normalise harmful behaviour among young people – for example gendered language which might normalise male violence or stigmatise boys.

Careful sequencing. Schools should cover all statutory topics, recognising that young people can start developing healthy behaviour and relationship skills as soon as they start school. Schools should sequence teaching so that pupils are supported and equipped with the knowledge to navigate different experiences in a positive way before they occur, and to prevent harms.

Relevant and responsive. Schools should develop the curriculum to be relevant, age and stage appropriate and accessible to pupils in their area, where appropriate working with local partners and other bodies to understand specific local issues and ensure needs are met.

Skilled delivery of participative education. The curriculum should be delivered by school staff or, where schools choose to use them, external providers who have the knowledge, skills and confidence to create a safe and supportive environment and to facilitate participative and interactive education which aims to support and not to alarm pupils. Staff should be trained in safeguarding and offering support, recognising the increased possibility of disclosures.

Whole school approach. The curriculum is best delivered as part of a whole school approach to wellbeing and positive relationships, supported by other school policies, including behaviour and safeguarding policies.

3. Statutory requirements

As a primary academy 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.

In teaching RSE, 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 Lindfield Primary Academy we teach RSE as set out in this policy and in compliance with the updated July 2025 RSE Statutory guidance.

4. 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 or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all academy 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
5. Ratification – once amendments were made, the policy was shared with the Local Board and ratified

5. Definition

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.

6. Curriculum

Our curriculum is set out as per Appendix 1. 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. We will share all relevant curriculum materials with parents and carers on request and provide further information via parent guides.

7. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum as part of our Jigsaw scheme of learning. All aspects are taught as part of our Jigsaw PSHE lessons, being integral to our learning throughout the school year.

7.1 Relationships education will focus 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

In the summer term we teach the 'Relationships' and 'Changing Me' units of learning in PSHE. Across the school, children access their age appropriate RSE learning primarily in these units.

7.2 Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

For more information about our RSE curriculum, see our curriculum map in Appendices 1 and 2.

Throughout each year group we will use appropriate material to assist learning, such as:

- Diagrams
- Videos
- Books
- Games
- Discussions and practical activities

Teachers will make sure that all pupils' views are listened to, and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the age of the pupils. Teachers may need to reflect or seek advice from SLT or the PSHE Leads before answering questions.

The programme will be designed to focus on all children equally, and activities will be planned to make sure all are actively involved.

The school will make sure that all teaching and materials are appropriate for the ages and needs of the pupils including any additional needs, such as special educational needs and disabilities (SEND)

We may amend our curriculum content to respond to the needs and context of our pupils, to discuss issues affecting them in an age-appropriate manner. We will inform parents and carers of any deviation from our published policy in advance, and share any relevant materials on request.

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).

8. Roles and responsibilities

8.1 Governance

The Local Board will receive updates from the Principal regarding the implementation of this policy.

The Board of Trustees has delegated the approval of this policy to the Principal.

8.2 The Principal

The Principal is 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).

8.3 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 Principal.

All teachers at Lindfield Primary Academy will be delivering the RSE component of PSHE to their own classes.

9. Pupils

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

10. 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 components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the Principal.

Alternative work will be given to pupils who are withdrawn from sex education.

11. 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 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 when needed.

12. Monitoring and Evaluation

The delivery of RSE is monitored by the PSHE Lead through:

- Sharing good practise within staff meetings
- Learning walks
- Book looks to monitor how the curriculum is being delivered across the school.
- Data analysis
- Staff training and feedback

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems. This policy will be reviewed by the Local Board annually. At every review, the policy will be approved by the Principal.

13. Policy status and review

Written by:	Jennie Adams and Fiona Marshall
Owner:	Principal – Marcus Still
Status:	Approved
Approval date:	February 2026
Reviewed:	Reviewed by the Local Board – Spring 2026
Next review date:	January 2027

Appendix 1: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the academy to consider			
Parent signature			

TO BE COMPLETED BY THE ACADEMY	
Agreed actions from discussion with parents	