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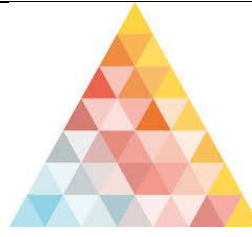


Relationships, Sex and Health Education Policy 2026-27

TOWNVILLE ACADEMY

Head teacher: Caroline Burden

VERSION CONTROL TABLE

Policy Name	Relationships, Sex and Health Education Policy (RSHE)	
Policy Owner	Accomplish MAT	
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TERMINOLOGY

- **RSHE:** Relationships education, relationships and sex education and health education.
- **Health education:** Physical health and mental wellbeing.
- **Relationships education:** The physical, social, legal and emotional aspects of human relationships including friendships, family life and relationships with other children and adults.
- **Sex education:** There is no agreed definition in the new RSHE guidance. In this policy the definition of sex education is 'how a baby is conceived and born' (reproduction and birth).
- **RSE:** Relationships and sex education.
- **PSHE:** Personal, Social, Health and Economic (PSHE) education. The RSHE policy may link to, or be part of, a wider PSHE education policy.

AIMS

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.

The aims of relationships, sex and health education (RSHE) at our school are to:

- Develop the personal skills needed by pupils for them to establish and maintain healthy, successful relationships.
- Help pupils develop feelings of self-respect, confidence and empathy whilst valuing others.
- Show tolerance and respect for people's choices, beliefs and opinions.
- Understand that there are different types of families.
- Develop confidence in talking, listening and thinking about feelings and relationships whilst demonstrating emotional literacy.
- Understand the consequences of their actions and behave responsibly within relationships and develop a moral code.
- Prepare pupils for life and give them an understanding of growth, human development, puberty and the importance of health and hygiene.
- Create a positive culture around issues of sexuality and relationships.
- Teach pupils the correct vocabulary to describe themselves, their bodies and how bodies work.
- Recognise unsafe situations and be able to protect themselves and ask for help and support. To make informed choices.

RATIONALE

Good RSHE enables pupils to develop the knowledge, skills and confidence they need to make informed decisions about their wellbeing, health and relationships. It helps them apply this knowledge in practice, build resilience, recognise risks and challenges, and know when and how to seek support. RSHE begins informally at home with parents and carers but in school, compulsory content must be age and developmentally appropriate, and taught sensitively and inclusively, with respect for pupils' and parents' backgrounds and beliefs.

In school, we want RSHE to provide the key foundations for healthy, respectful relationships, focusing on family and friendships in all contexts, including online. This sits alongside essential learning about physical and mental health. As children and young people face increasing challenges, our RSHE curriculum will help them care for themselves, access support when needed, and develop the resilience, character and confidence to thrive. It will also support pupils to set and work towards academic and personal goals, persevere through setbacks, and develop personal qualities such as kindness, integrity, generosity and honesty.

LEGISLATION

This policy has been written in compliance with the relevant statutory requirements and official guidance governing the delivery of Relationships, Sex, and Health Education (RSHE) in England.

- [**Children and Social Work Act 2017 \(Sections 34 & 35\)**](#): Mandates Relationships Education in all primary schools and Relationships and Sex Education (RSE) in all secondary schools.
- [**Education Act 1996 \(Section 403\)**](#): Places a statutory duty on governing bodies and headteachers to ensure RSE is delivered safely, appropriately, and with due regard to the Secretary of State's guidance.
- [**Education Act 2002 \(Section 78 & 80A\)**](#): Charges schools with providing a broad, balanced curriculum that promotes the spiritual, moral, cultural, mental, and physical development of pupils while granting the statutory power to enforce national RSHE standards.

National Guidance

- [**The Relationships Education, Relationships and Sex Education, and Health Education \(England\) Regulations 2019**](#): Legal regulations that render the RSHE curriculum compulsory across all mainstream, academy, special, and independent schools.
- [**DfE RSHE Statutory Guidance**](#): This policy complies with the Department for Education's statutory framework, ensuring full operational integration ahead of the mandatory 1 September 2026 enforcement deadline.

Interlinked Legal Duties

This policy must be read and implemented alongside the school's legal duties under the following frameworks:

- [**The Equality Act 2010**](#): Specifically the Public Sector Equality Duty (PSED), ensuring curriculum delivery does not discriminate against pupils based on protected characteristics.
- [**Keeping Children Safe in Education \(KCSIE\)**](#): Aligning all RSHE lesson delivery with the school's primary safeguarding and child protection responsibilities.

ASSOCIATED POLICIES

[Accomplish MAT Safeguarding Policy](#)

[Accomplish MAT SEND Policy](#)

[Accomplish MAT Behaviour Policy](#)

[Accomplish MAT Anti Bullying Policy](#)

[Accomplish MAT Equality and Diversity Policy](#)

ROLES AND RESPONSIBILITIES

The Trust

The Trust will approve the RSHE policy and hold the head teacher to account for its implementation. They will also ensure the school meets its statutory requirements in relation to relationships and sex education.

The Headteacher

The Headteacher and Curriculum lead are responsible for ensuring that RSE is taught consistently across the school, by agreeing the curriculum delivery model (where it will be taught, the time allocation and staffing etc). They should ensure that RSHE is resourced, staffed, and timetabled to enable the school to meet its legal obligations and offer high-quality provision to all pupils. They will enable staff to be suitably trained to teach relationships and sex education. And finally, they are responsible for managing requests to withdraw pupils from non- statutory components of RSE.

Staff

Staff are responsible for:

- Ensure the safety and wellbeing of their pupils.
- Delivering RSHE in a sensitive way.
- Modelling positive attitudes to RSE.
- Report any safeguarding concerns or pupil disclosures during lessons to the DSL (in line with the safeguarding policy).
- Monitoring progress.
- Responding to the needs of individual pupils, including SEND students.
- Consider how their personal views and/or beliefs might impact on their teaching of RSHE.

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher.

Curriculum Lead

The curriculum lead has the responsibility for teaching and monitoring all aspects of the PSHE curriculum which includes RSHE in our school. They can do this by

- Ensuring continuity and progression between each year groups.
- Working with other teachers (including subjects leads) to ensure the RSHE curriculum complements and supports other curriculum areas.
- Organise, provide and monitor CPD to enable teachers to develop their expertise so they feel confident and competent to teach RSHE.
- Provide teachers with resources to support RSHE delivery.
- Monitor and evaluate the effectiveness of RSHE and support teaching staff if required.
- Report to the Headteacher regarding compliance with the statutory requirements and effectiveness of the RSHE curriculum.

Pupils

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

CURRICULUM

Our curriculum is set out as per **Appendix 1**. We regularly reflect upon the content of our curriculum to ensure it meets the needs of the children within our community as well as the statutory

requirements of the current [RSHE Statutory Guidance](#). We have also 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 which may not be true or accurate. 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. For more information about our curriculum, see our curriculum map in **Appendix 1**.

Our curriculum does cover all statutory elements of RSHE as outlined in the table below

Phase / Strand	Core Statutory Themes	Key Learning Intentions & Requirements
EYFS (Nursery & Reception)	Self-Regulation	• Understand their own feelings and those of others. • Set simple goals and learn to change actions or regulate behaviour.
	Managing Self	• Manage basic hygiene and personal needs (e.g., dressing, going to the toilet). • Understand the importance of healthy food and physical activity choices.
	Building Relationships	• Form positive attachments with adults and friendships with peers. • Show sensitivity to their own and others' needs.
Primary Relationships (Key Stages 1 & 2)	Families & People Who Care for Me	• Recognize that families look different (including single parents, same-sex parents, foster parents). • Understand that stable, caring relationships are at the heart of happy families.
	Caring Friendships	• Recognize what makes a good friend (e.g., kindness, respect, honesty, loyalty). • Know how to manage conflicts or toxic traits in friendships constructively.
	Respectful Relationships	• Understand the importance of self-respect and treating others with dignity. • Learn about courtesy, manners, and challenging bullying/stereotypes.
	Online Relationships	• Understand that people behave differently online than in person. • Identify online scams, financial harms (such as video game monetisation), fraud, and age-restrictions.
	Being Safe	• Understand boundaries, privacy, and personal space (using correct names for body parts, including genitalia). • Learn strategies for resisting pressure and reporting abuse.
Primary Health (Key Stages 1 & 2)	Mental Wellbeing	• Recognize a wide range of emotions and understand that change and loss (including bereavement) cause complex feelings. • Know how and when to seek help with isolation, loneliness, or frustration.

Internet Safety & Harm	• Balance time spent online with physical or offline activities. • Recognize how online content can be curated, altered, or misleading.
Physical Health & Fitness	• Understand the physical and mental benefits of an active lifestyle. • Know the risks associated with an inactive lifestyle.
Healthy Eating	• Understand what constitutes a healthy, balanced diet. • Recognize the impact of poor nutrition on dental and physical health.
Drugs, Alcohol & Tobacco	• Know the facts about legal and illegal substances. • Recognize the health risks linked to smoking, alcohol usage, and vaping.
Health & Prevention	• Identify safe practices concerning personal hygiene, immunization, and sleep. • Recognize early signs of physical illness.
Basic First Aid	• Know how to make an emergency call. • Learn basic concepts of immediate first aid (e.g., dealing with burns or choking).
Changing Adolescent Body	• Understand the key emotional and physical changes of puberty. • Learn the biological facts about human reproduction (typically aligned with National Curriculum Science).

PARENTAL RIGHT TO WITHDRAW FROM SEX EDUCATION

Sex Education is not part of the curriculum for EYFS or KS1. There is no right to withdraw from Relationships Education or Health Education. Relationships and Health Education is statutory in schools; sex education is statutory in secondary schools. Parents therefore do not have the right to remove their child from RHE lessons in primary except for the sex education sessions.

INCLUSIVITY

We will support children with SEND (and if arising pupils who identify as LGBTQ+) through thoughtful, sensitive and inclusive delivery of the PSHE programme. Lessons will be adapted where needed so that all pupils can access learning in ways that meet their individual needs, including through clear language, visual support, additional time and trusted adult support. Staff will create a respectful classroom ethos where pupils feel safe, valued and able to ask questions. Resources will reflect diverse families, identities and experiences positively, while challenging stereotypes, prejudice and unkindness. We will work closely with families and specialist staff where necessary to ensure every child feels included and supported.

DELIVERING RSHE WHICH IS SENSITIVE TO FAITH AND CULTURE

We recognise and respect the many faiths, cultures and family backgrounds represented in Britain today, including within our own school community. Our approach to RSHE will be thoughtful, balanced and non-judgemental, helping pupils learn in a way that is respectful of different beliefs, views and experiences while remaining in line with the law.

Through RSHE, we aim to promote equality, kindness and respect, and to challenge prejudice or discrimination wherever it arises. We will use a range of inclusive resources so that every child and family feels seen, respected and valued. We also recognise parents and carers as important partners in RSHE, and we welcome their role in helping children connect what they learn in school with their own family faith, beliefs and values.

RSHE AND SAFEGUARDING

RSHE will be taught in a safe, supportive and caring learning environment where pupils feel comfortable to share their views, ask questions and know where they can go for help. Staff understand that RSHE can help pupils recognise healthy and unhealthy relationships, and that this may sometimes lead to a child sharing a concern or making a disclosure. If this happens, teachers will respond calmly and sensitively and will always refer the matter to the designated safeguarding lead (DSL).

To support pupils' safety and wellbeing, children need simple, age-appropriate knowledge about body privacy, including the correct names for body parts. We use consistent, accurate language across the school as part of our safeguarding practice. This is taught in a sensitive and appropriate way and is not sex education.

In RSHE lessons, we will support pupils by ensuring that:

- Teachers and pupils agree clear ground rules so that everyone feels safe, respected and able to take part.
- Teachers explain confidentiality in a clear and reassuring way, including when information may need to be shared to keep someone safe.
- Distancing techniques are used so pupils can explore sensitive issues without feeling expected or pressured to talk about their own experiences.
- Children's natural curiosity is welcomed, and teachers answer questions sensitively, honestly and in a way that is appropriate for pupils' age and context.

TRAINING

Staff are trained on the delivery of RSHE as part of their induction and it is included in our continuing professional development calendar. Staff will be supported throughout the academic year by the curriculum lead who will support particularly around sensitive areas. The Headteacher/Curriculum Lead may also invite visitors from outside the school, such as school nurses to provide support and training to staff teaching RSHE.

USING VISITORS TO SUPPORT RSHE DELIVERY

Sometimes external experts from outside of school can contribute to lessons. They may have specialist knowledge and/or be able to provide stimulating and engaging lessons which help children stay safe. When available, external experts may be used to deliver some aspects of RSHE e.g. NSPCC speakers. Whenever an external visitor is going to deliver a lesson or activity that is related to RSHE, we encourage a planning session with the speaker and a member of the teaching staff to ensure that the input will be worthwhile and also to check the suitability of the content. All visitors are made aware of the RSHE policy, our Safeguarding Policy and protocols and the Visiting Speakers Policy. All

lessons or sessions are evaluated by staff. The visitor will also be supervised by a member of staff at all times.

SUGGESTED RESOURCES (KCSiE – 2026)

1. General RSHE Curriculum & Lesson Planning

- **Oak National Academy:** Explicitly added to paragraph 155 following stakeholder feedback, [Oak National Academy](#) provides free, fully planned, and time-saving teacher resources mapped to statutory requirements.
- **The PSHE Association:** Acknowledged for providing fully accredited lesson plans, curriculum models, and teacher guidance. KCSiE specifically highlights their role in quality-assuring safeguarding and relationship resources.

2. Online Harms, Deepfakes, and Cyber Safety

With KCSiE 2026 introducing heavier emphasis on AI-generated or manipulated nude images and deepfakes, specific tech-safeguarding platforms are highlighted:

- **National Crime Agency's CEOP Education Programme:** Specifically recommended for protecting youth from online sexual abuse. It provides lesson plans directly aligned with the RSHE curriculum and regular e-bulletins regarding emerging online threats.
- **UK Council for Internet Safety (UKCIS):** Signposted for its *External Visitors Guidance*, helping teachers maximize the safety and impact of bringing outside speakers into RSHE classrooms to discuss online spaces.
- **UK Safer Internet Centre:** Included for resources on reporting, mitigating, and removing harmful online content.

3. Mental Health and Well-being

- **Public Health England / Every Mind Matters:** Formally signposted in the guidance to support teachers with the health and mental well-being components of the RSHE framework. It provides digital materials, lesson starters, and frameworks for exploring complex emotional issues safely.

APPENDIX 1

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>	• 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>	• 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

TOPIC	PUPILS SHOULD KNOW
<i>Respectful relationships</i>	• <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>	• <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>

TOPIC	PUPILS SHOULD KNOW
Being safe	• <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>