

Relationship and Sex Education Policy

Cravenwood Primary Academy

From September 2020, pupils receiving primary education must be taught Relationships Education, under the Relationships Education, Relationships and Sex Education, and Health Education (England) Regulations 2019.

This policy has been developed in consultation with pupils, parents and staff. It reflects the statutory requirements set out in the Department for Education (DfE) Relationships and Sex Education and Health Education (RSHE) Statutory Guidance 2025.

Introduction

At Cravenwood Primary Academy, we equip all pupils with the skills to confidently talk, listen and think about feelings and relationships. We actively coach children to use their “big voice” when in a situation they don't like. Our RSHE curriculum prepares pupils to play active roles as citizens and develop healthier and safer lifestyles. We understand that through developing good relationships and respecting differences between people, our pupils will form caring relationships. This will create solid foundations for pupils to maintain healthy relationships into their adult lives.

By the time pupils leave Cravenwood Primary Academy they can name parts of the body and describe how it works, protect themselves and ask for help or support and understand the physical and emotional changes which occur with puberty.

Relationship and Sex Education enables pupils to learn about:

families and people who care for them, including the nature of marriage and civil partnership and their importance for family life and the bringing up of children,

forming and maintaining caring relationships,

the characteristics of healthy and respectful relationships, including online,

how relationships may affect physical and mental health and wellbeing, and how to ensure they are safe.

Aims

This policy aims to:

- set out the school's approach to Relationships and Sex Education in line with the DfE statutory guidance (2025);
- promote pupils' physical, mental and emotional wellbeing through an age-appropriate, evidence-informed RSE curriculum;
- ensure pupils develop the knowledge, skills and attributes they need to build positive, safe and respectful relationships, including online;
- support safeguarding by teaching pupils to recognise risks, seek help and report concerns;
- ensure content is inclusive of all pupils and respectful of diversity while not presenting contested views as fact;
- promote transparency by explaining how parents can access curriculum materials, identifying which material constitutes sex education, and how withdrawal from sex education works;
- clarify how RSE is delivered, who is responsible and how teaching is monitored and reviewed.

Statutory Requirements

Cravenwood Primary Academy delivers Relationships Education (RSE) in line with the Department for Education's statutory guidance (updated July 2025, effective September 2026). Relationships Education is a compulsory part of the curriculum, ensuring all pupils receive accurate, age-appropriate and inclusive teaching on relationships and sex. Provision promotes resilience and respect for diversity, as well as addressing safeguarding priorities, including staying safe online and identifying unsafe behaviour and abuse. Relationships Education is taught within a safe, supportive environment by trained staff, with clear communication to parents and carers, and is regularly reviewed.

Sex education is not compulsory in primary schools. However, it is United Learning policy that primary schools deliver suitable sex education before children reach the end year 6 to ensure children are suitably prepared for transition to secondary school. Any sex education taught in Cravenwood Primary Academy is appropriately tailored to the age, physical and emotional maturity of our pupils.



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Working with Parents

Cravenwood Primary Academy recognises the importance of parental involvement in their child's education; parents are a child's first and most enduring educators, providing the foundational learning, emotional support, and guidance that shape their development from birth.

It is vital that parents are confident in the content and messaging of the RSHE their child receives, with particular regard to sex education. It is equally important that parents feel equipped to discuss sex education with their child.

With that in mind, as part of the consultation process, Cravenwood Primary Academy will provide guidance to parents on talking to their children about sex and linking this with what is being taught in school.

Cravenwood Primary Academy will ensure that parents are consulted on RSE policy and have access to what their child will learn in RSE.

Overviews of content can be found on the [RSHE page](#) of the school website, and the student-facing lesson content can be accessed on request by contacting the Operations Manager by emailing info@cravenwoodprimary.org.uk. Cravenwood Primary Academy will endeavour to respond to requests within two weeks but if parents have immediate concerns, please contact the Parental Support Advisor on 0161 795 3380.

Parental Consultation

We recognise that parents and carers are the primary providers of RSHE for their children. We value the need to work with caregivers to ensure a shared understanding of RSHE and to deliver an effective programme that meets the needs of our pupils.

Cravenwood Primary Academy consults with parents by:

- Prior to the teaching of RSHE the school work with parents to develop the school's RSHE policy and practice through consultation sessions.
- Build positive and supportive relationships with parents and carers through mutual understanding, trust, and co-operation.
- Parents are able to view lesson plans and resources used in the RSHE programme.
- Parents can ask questions that they may have about RSHE for their child.
- We offer follow-up sessions or one-to-one meetings for parents with specific concerns.



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- Providing an online survey and response form with focused questions and space for free-text comments.

Cravenwood Primary Academy consults with pupils through:

- Pupil Voice
- Class Family Meetings
- Annual pupil surveys

Cravenwood Primary Academy consults with staff by:

- Holding dedicated CPD sessions where teachers can review resources, signpost potential risks or barriers (including for SEND and faith sensitivities), and propose adaptations.
- Ensuring non-specialists have access to planning templates, vocabulary banks and subject knowledge materials.
- Recording agreed changes, CPD actions and resource requests and sharing with SLT, who (once agreed) will then share with staff.

Parental Right to Withdraw Children

At Cravenwood, we believe that all the content within our school's PSHE curriculum, including RSHE, is of the utmost importance and relevance to all pupils.

There is no parental right of withdrawal from Relationships Education or Health Education content within the school curriculum, or from any statutory sex education that forms part of the National Curriculum for Science. These are statutory requirements which the DfE mandates schools to teach; please see the Department of Education RSE Guidance if further information is required.

Parents wishing to discuss the withdrawal of their child from some or all of the sex education provided should contact the Operations Manager by emailing info@cravenwoodprimary.org.uk outlining this request.

The Principal will automatically grant a request to withdraw a pupil from any sex education, other than as part of the science curriculum, and will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.



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Definition: Relationships Education

Relationships education is designed to help pupils build and maintain positive relationships while also recognising potential risks and harms. As part of this, teaching may cover issues such as recognising sexual abuse or avoiding the sharing of inappropriate material online, without the need to describe any sexual activity in detail.

In line with safeguarding best practice, pupils should also learn the correct names for different parts of the body and be able to use these terms confidently and accurately. These terms can be taught without any reference to, or details of, sexual activity.

Relationships education is compulsory, and parents do not have the right to withdraw their child from relationships education or health education.

Relationships education includes teaching about:

- families, including diverse family structures
- friendships and respectful relationships
- safe, caring and healthy relationships
- harmful relationships and identifying sexual abuse
- boundaries, consent and communication
- online behaviour, digital safety, harmful online attitudes and image-sharing
- recognising and reporting unsafe behaviours

Relationships education does not describe the detail of sexual activity.

Definitions: Sex Education

Sex education in primary contexts is teaching about:

- specific details of sexual activity



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Curriculum Context and Organisation

Cravenwood Primary Academy uses RSHE materials which are created Manchester Healthy Schools and then adapted by our own teachers to meet the needs of our pupils.

The majority of RSE lessons at Cravenwood Primary Academy are delivered by our own teaching staff. The subject leader plans a programme of teacher CPD, and more bespoke training is delivered when lessons cover especially complex or sensitive materials. All teachers receive annual safeguarding training.

Cravenwood Primary Academy uses external providers to supplement the curriculum where appropriate. When external providers are invited to work with students, parents will be informed about the provider and the nature of the session planned into the curriculum and included in the curriculum overviews and communicated in advance to parents.

Overviews of content can be found on the [RSHE page](#) of the school website, and the student-facing lesson content can be accessed on request by contacting the Operations Manager by emailing info@cravenwoodprimary.org.uk. Cravenwood Primary Academy will endeavour to respond to requests within two weeks but if parents have immediate concerns, please contact the Parental Support Advisor on 0161 795 3380.

Parents can request to see all student-facing lesson materials by the Operations Manager by emailing info@cravenwoodprimary.org.uk. Cravenwood Primary Academy will endeavour to respond to requests within two weeks but if parents have immediate concerns, please contact but if parents have immediate concerns, please contact the Parental Support Advisor on 0161 795 3380.

The objectives that are covered in each year group are as follows:

Relationships and Sex Education	
Year Group	Curriculum Content
EYFS	To know: that all families are different that my friends can. Like different things to me and know that we can still be friends what is fair and unfair, kind and unkind, what is right and wrong. the conventions of courtesy and manners.



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Year 1	<p>To know:</p> <p>about the people in my life who love and care for me.</p> <p>the differences and similarities between people.</p> <p>the similarities between girls and boys.</p>
Year 2	<p>To know:</p> <p>what parts of our body are private.</p> <p>that bodies grow from young to old and about the human life cycle.</p> <p>what we mean by fair, unfair, kind and unkind.</p>
Year 3	<p>To know:</p> <p>what is meant about personal space.</p> <p>what healthy relationships look like.</p> <p>why equality is important in all relationships.</p>
Year 4	<p>To know:</p> <p>what diversity is and how to value and celebrate differences.</p> <p>about the different roles played by boys and girls.</p> <p>what changes happen to my body when I become an adult and how to maintain my personal hygiene.</p>
Year 5	<p>To know:</p> <p>what puberty is and what it means for me.</p> <p>about the different relationships in my life.</p> <p>What is unwanted touch and where to find support if I need it.</p>
Year 6	<p>To know:</p> <p>about how responsibilities, rights and duties are part of our lives now and how they will change in the future.</p> <p>about how a loving relationship might result in marriage and what is meant by forced marriage.</p> <p>about reproduction.</p>



Teaching and Learning

RSHE at Cravenwood Primary Academy is delivered in a way that:

- is appropriate to age and stage
- is scientifically factual, objective and legally accurate
- equips pupils with communication and decision-making skills
- encourages open discussion while setting safe boundaries
- promotes respect, inclusivity and safeguarding
- avoids teaching contested views as fact
- maintains balance and impartiality

Staff will:

use family meeting expectations to hold respectful discussions

prepare pupils ahead of time where appropriate

signpost pupils to support

manage disclosures in line with safeguarding procedures

balance the need for accuracy with sensitivity

Responding to Questions

Pupils may ask questions that are outside of the scope of the lesson or what is appropriate for a member of staff to discuss with them. This may be due to the fact that the child in question has been withdrawn from the sex education element of the subject.

Nonetheless, children's curiosity makes it unlikely that an unsatisfied request for information will end there, and it is highly likely that they will seek alternative sources. These are likely to be less reliable and even unsafe.

If a pupil asks a question that a member of staff cannot answer, the following steps will be followed:

- *The member of staff will discreetly and sensitively reassure the pupil that it is normal to be curious and explain to the pupil why they are unable to answer the question. They may ask the pupil whether this is something they would feel able to ask a parent about, or signpost to specialist services if appropriate.*



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- *The member of staff will follow safeguarding policies and procedures as appropriate, but even if the question posed does not constitute a safeguarding concern, the RSHE lead and/or the SLT line manager for RSHE will be informed on the same day.*
- *Leaders will consider the likelihood of the pupil seeking answers to their question/s elsewhere and the possible implications of this. They may consider it appropriate to contact parents to discuss how to best support and guide the pupil.*

Inclusivity and Accessibility

Pupils with SEND

All pupils, including those with SEND, have a full entitlement to RSHE, and having an additional need is never a reason to restrict access to essential learning about relationships, safety, consent and wellbeing.

Research suggests that children and adults with SEND can be more vulnerable to abuse and exploitation. Provision of high-quality, adapted RSHE is a critical protective factor.

This section should be read in conjunction with the school's SEND Policy and Teaching and Learning Policy.

Teaching and Learning

Teaching will be personalised through adapted resources, simplified but accurate language, pre-teaching of key vocabulary, visual supports, and highly structured routines for discussion and decision-making.

Lessons will be paced carefully, use multi-sensory approaches and provide extra processing time.

Staff will maintain high expectations of dignity, age-appropriate content and respect, ensuring materials reflect diverse families, relationships and identities, including those of young people with SEND.

As appropriate, planning will be trauma-informed and sensitive to pupils who may have experienced adversity, with clear routes for help-seeking at appropriate points in units. These adaptations support access without lowering ambition or omitting statutory content.



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Pupils' Religious and Faith Backgrounds

RSHE will respect religious and cultural diversity, uphold pupils' rights to accurate information and safety, and comply with the Equality Act. Teaching will avoid discrimination and protect pupils' dignity.

Principles

- Assume diversity, not uniformity: different pupils of the same faith will interpret teachings differently.
- Meet statutory RSHE outcomes while treating faith backgrounds fairly and avoiding discrimination.
- Prioritise pupils' wellbeing, dignity and safeguarding when adapting content.
- Engage fully with parents, pupils and, where appropriate, faith leaders and members of the community when consulting on the curriculum.

Teaching, Learning and Curriculum

Teachers and leaders must balance pupils' rights to access all statutory content with sensitivity to religious and cultural diversity.

When planning lessons, *Cravenwood Primary Academy* will:

- Offer neutral, balanced coverage: RSE should be delivered in a balanced and neutral way. This is especially important where religious and cultural perspectives mean that pupils may have strong beliefs about some content. Teachers will present accurate faith viewpoints alongside secular and other perspectives, so pupils see a balanced picture.
- Use inclusive imagery and language: ensure visuals show religious and cultural diversity and avoid metaphors that may confuse pupils with mobility needs or ASD.
- Manage discussions carefully: deliver content in an objective way and use ground rules and clear boundaries to manage pupil discussion.
- Map objectives to need: teachers start from the required learning outcomes and identify where faith perspectives are most likely to be relevant (e.g. family, marriage, contraception, gender).
- Build in alternatives: consider additional consultation with parents and pupils to ensure sensitive delivery where appropriate.



- Consider faith perspectives: build in opportunities to reflect on RSE objectives through the lens of faith teachings when appropriate and helpful.
- Employ distancing techniques: use stories, role-play, third-person scenarios or case studies to explore sensitive issues safely.

Complaints

Any complaints about the Relationships and Sex Education programme should be made in accordance with the school's usual complaints procedure. This can be accessed [here](#).

Approval and Review

This policy is approved by the *governing body*.

It is reviewed annually, or sooner if national guidance changes or it is otherwise appropriate to make amendments.

The Curriculum Lead is responsible for coordinating the review process.

The policyholder is *always a member of the Senior Leadership team*.

Policy Review Date

	<u>Date</u>	<u>Name of owner/author</u>
Authorised:	3 rd February 2026	Mrs Glock – Head of School
Policy Reviewed:	February 2026	Miss Mather – Curriculum Lead
Next Annual Review Date:	February 2027	Miss Mather – Curriculum Lead

Governor Responsible: Frank McCarron



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