



*“Creating excellence, embracing all.”*

## **Relationships and Sex Education (RSE) and Health Education Policy 2026**

(To be read in conjunction with PSHE policy and SMSC policy)

**Lead Teacher: Jo Reid**

**Curriculum Action Team: Humanities**

**Chair of Governors: Sue Miller**

**Reviewed: April 2026**

**Next parent consultation: April 2027**

**Renewal date: April 2027**

**Policy to Be Determined July 7<sup>th</sup> 2026**

**Botley School Governing Board**



## **Botley School Vision statement**

*A high-quality education in a positive and happy school, where everyone is included, celebrated and encouraged to be a creative lifelong learner.*

## **Botley School Values**

*Inclusivity Teamwork Kindness Respect Resilience Creativity*

### **Introduction**

Botley School will provide the best start to life for all of the pupils in its care. The staff and governors envisage this being carried out through:

- Having the child at the centre of everything we do
- Valuing the development and individuality of the whole child
- Outstanding learning delivered through outstanding teaching
- Keeping at the forefront of, as well as leading, educational development and practice
- Constantly challenging all aspects of school life to ensure best practice is always prevalent
- Engaging parents and valuing the contribution made to their child's education
- A commitment to the safeguarding and well-being of all children and stakeholders

Botley School is an equal opportunities school and RSE&HE should be taught in line with our equality of opportunity policy. All staff keep in mind the protected characteristics as set out in the equalities act when ensuring that all pupils within school will have equitable opportunities to realise their potential.

Some key points are:

- Equality of opportunity is a cross-curricular issue; opportunities are identified in each curriculum area or topic.
- The language and learning needs of bilingual pupils are acknowledged in all subject areas.
- The use of assessment contributes to a positive understanding of the protected characteristics
- Children should work in a variety of different groupings depending on a particular activity. They work individually, in pairs or in groups (e.g. same ability, mixed ability, single sex, friendship, role model etc.).
- We offer activities of a non-stereotypical nature.
- Children have opportunities to share cultural and other experiences in the classroom.

Botley School is a school that holds values central to all of its work and therefore this RSE&HE&HE policy must be applied in line with the school's values system. This philosophy is essential to this RSE&HE policy and all named parties need to be guided by this principle when applying this policy.

## **Intent**

### **Definition**

RSE&HE& HE (formerly 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&HE involves a combination of sharing information and exploring issues and values.

## **RSE&HE is not about the promotion of sexual activity**

### **Aims**

The aims of relationships and sex education (RSE&HE) at our school 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

### **Statutory Requirements**

The Education Act 2002 sets out the statutory duties which all schools, including academies, are required to meet: 'Every state-funded school must offer a curriculum which is balanced and broadly-based and which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life'

The Education Act 1996, as amended by the Learning and Skills Act 2000, requires headteachers and governing bodies to have regard to national guidance on Sex and Relationships Education in schools and to protect children from unsuitable teaching and materials. Under the Children Act 2004 schools have a duty to promote the well-being of their pupils and good quality RSE&HE contributes to this duty.

Further, we recognise that as a school we have a responsibility under the Relationships and Sex Education (RSE) and Health Education Framework which becomes statutory from September 2026. The law requires that Relationships and Sex Education (RSE&HE) is to be taught in all secondary schools in England, and that Relationships Education is to be taught in all primary schools in England. Primary schools are also required to teach the elements of sex education contained in the science curriculum, and Health Education will also be mandatory in all Government-funded schools, which includes content on puberty.

### **Policy Requirement**

This policy has been developed in consultation with staff and parents. The consultation and policy development process involved the following steps:

1. Review – the PSHE and RSE lead pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties are able to access the policy on the school website and can feedback as they feel appropriate.
4. Ratification – once amendments were made, the policy was shared with governors and ratified.

## **Implementation**

### **Delivery of RSE&HE**

At Botley School, we follow The PSHE Association scheme of work and the Christopher Winters Project (CWP) scheme of work. (Teaching RSE with Confidence in Primary Schools). CWP have been awarded the Pamela Sheridan Award for Excellence in recognition of their pioneering professional development programme in relationships and sex education. CWP's success is based on a thorough understanding of what constitutes effective RSE&HE for both teachers and pupils. All CWP lessons have a clear structure and are age appropriate. They are designed to demonstrate a wide range of teaching methodologies to equip teachers with the skills to deliver excellent RSE&HE.

The Curriculum Overview link is available in the appendix on page 5

RSE&HE is taught within the personal, social, health and education (PSHE) curriculum. Biological aspects of RSE&HE are taught within the science curriculum, and other aspects are included in religious education (RE). Pupils also receive stand-alone sex education sessions delivered by the class teachers in year 6.

Across all Key Stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

These skills are taught within the context of family life.

The updated PSHE curriculum overview for September 2026 is also available on the school website.

## Impact

### Recording

Pupils record their RSE&HE work within their PSHE book. All work has a clear objective for the learning.

### Formative Assessment

Teachers follow the feedback and marking policy, acknowledging each piece of written work.

Teachers will highlight the WALT green if the attainment has been met, orange if partially met, and red if not yet met.

Teachers will also keep regular formative assessments using the BromCom school information system to record the pupils' ongoing assessment and progress. A link to the PSHE and RSE&HE Progression Map is available in the appendix on page 5.

### Summative Assessment

Teachers will make a summative judgement at the end of the school year incorporated within the overall summative assessment for PSHE. This will be reported to parents within the statutory annual written report.

### Monitoring arrangements

The delivery of RSE&HE is monitored by the PSHE Leader through:

Monitoring arrangements consist of planning and book scrutinies, learning walks and pupil voice.

The PSHE Leader will review this policy annually following a consultation with staff and parents. At every review, the headteacher and governing board will approve the policy

### Roles and Responsibilities

#### The governing board

The governing board has delegated the approval of this policy to the headteacher.

#### The headteacher

The headteacher is responsible for ensuring that RSE&HE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE&HE.

#### Staff

Staff are responsible for:

- Delivering RSE&HE in a sensitive way

- Modelling positive attitudes to RSE&HE
- 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&HE

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

### Pupils

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

### Parents' right to withdraw

Parents have the right to withdraw their children from the non-statutory components of RSE&HE. Before doing so, parents are encouraged to talk to the class teacher and/or view the teaching resources in order to inform any decisions regarding withdrawing their child.

The two lessons in the curriculum that are non-statutory are within the year 6 scheme of work as follows:

Title	Learning Intentions and Learning Outcomes	Resources	Statutory Guidance
<b>Lesson 1</b> Puberty and reproduction	<b>Learning Intention</b> To understand how the body changes during puberty in preparation for reproduction. <b>Learning Outcomes</b> I can describe some changes that happen during puberty. I can explain why these changes prepare the body for reproduction. I can use the correct scientific words for body parts and processes. I can talk about puberty and reproduction with confidence.	Puberty Changes Teacher Guide Puberty Body Part slides Reproduction question sheet Reproduction answer cards Reproduction whiteboard summary Pupil question template	<b>Health Education</b> Developing bodies (DB 1, 2, 3) Science curriculum (S1, 2, 3, 4)  <i>Contains non-statutory Sex Education. Parents have the right to withdraw</i>
<b>Lesson 3</b> Families, conception and pregnancy	<b>Learning Intention</b> To understand how families can be formed and how a baby is conceived and begins to grow. <b>Learning Outcomes</b> I can describe the decisions that have to be made before having children I can describe how a baby is conceived and begins to grow. I can use the correct scientific words when talking about conception and pregnancy. I can explain why consent is important in sexual relationships.	Couple pictures How does a baby start? cards How does a baby start? whiteboard summary	<b>Relationships education</b> Families and people who care for me (F 1, 2, 3, 4, 5) Science curriculum (S2, S3, S5)  <i>Contains non-statutory Sex Education. Parents have the right to withdraw</i>

Requests for withdrawal should be put in writing and addressed to the Headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The Headteacher will discuss the request with parents and take appropriate action. Alternative work will be given to pupils who are withdrawn from RSE&HE. The RSE&HE curriculum will be shared with parents to ensure coverage if pupils are withdrawn

### Training

Staff are trained on the delivery of RSE&HE as part of their induction and it is included in our continuing professional development calendar. The Headteacher 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&HE.

This policy should be read in conjunction with the following policies:

- PSHE Policy
- Teaching and Learning Policy
- Curriculum Policy
- Equality and Inclusion Policy
- SEND policy

## Appendix

RSE&HE Curriculum Key Document Links

RSE&HE Curriculum Parent Consultation Letter

RSE&HE Curriculum Overview

PSHE and RSE&HE Progression Map

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