



KNOWLEDGE – EQUALITY – DETERMINATION – ACHIEVEMENT

Wellbeing Policy

(incorporating Relationships and Sex Education and Health Education)

Policy Adopted for: Oakwood Primary Academy

Date of this Policy: September 2025

Policy Review Date: September 2027

'Relationships and Sex Education' and 'Health Education' Policy (Wellbeing)

Policy context and rationale

This relationships, sex and health education policy covers the approach we will take to the teaching of relationships, sex and health education within 'wellbeing' at Oakwood Primary Academy.

Policy availability

Stakeholders can be informed about the policy through referencing in the school information booklet or accessing a copy from the school website. Should a hard copy of the document be required, the school will be happy to provide this upon request and will also work with any stakeholders that require the policy in an alternative format to meet their individual needs, ensuring equitable accessibility for all.

Policy values, aims and objectives

Wellbeing is underpinned by a clear set of embedded values and principles that complement the school's ethos and values and permeate through the teaching practice, resources and classroom management of wellbeing lessons.

Our school values are paramount to our pupils. These values underpin everything that we do and believe in as a school and apply to all of our pupils. These values are:

- Knowledge,
- Equality,
- Determination,
- Achievement,

Our pupils remember these values through the acronym 'KEDA'.

Wellbeing includes learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health in an age and stage appropriate manner. Wellbeing equips children and young people with accurate information, positive values and the skills to enjoy healthy, safe and positive relationships, to celebrate their sexuality and to take responsibility for their health and relationships both now and in the future. We recognise the importance of wellbeing in preparing children and young people to live safe, fulfilled and healthy lives. The overarching objective of our wellbeing curriculum is to support children and young people through a journey of physical, emotional and moral development via the teaching of essential knowledge, skills and values within the framework of the law and provisions of the Equality Act, 2010.

Effective wellbeing can make a significant contribution to the development of personal skills needed by pupils to establish and maintain relationships. Our wellbeing curriculum will ensure children and young people are encouraged to understand the importance of

stable, loving relationships, respect, love, and care. It also enables young people to make responsible and informed decisions about their health and wellbeing.

Wellbeing will be approached through evidence-based, best practice principles to ensure the highest impact on improving pupil health, safeguarding and lifelong outcomes. The following principles are based on research evidence, supported by a wide range of leading organisations including the NSPCC, Barnardo's, The Children's Society and education unions. They are also supported by many MPs and Lords:

Principles of effective wellbeing

Wellbeing provision at Oakwood Primary Academy:

- Is an identifiable part of our school curriculum, which has planned, timetabled lessons across all the Key Stages.
- Is taught by staff regularly trained in wellbeing (with expert visitors invited in to enhance and supplement the programme, where appropriate).
- Works in partnership with parents and carers, informing them about what their children will be learning and how they can contribute at home.
- Delivers lessons where pupils feel safe and encourages participation by using a variety of teaching approaches with opportunities to develop critical thinking and relationship skills.
- Is based on reliable sources of information, including about the law and legal rights, and distinguishes between fact and opinion.
- Promotes safe, equal, caring and enjoyable relationships and discusses real-life issues appropriate to the age and stage of pupils, including friendships, families, consent, relationship abuse, sexual exploitation and safe relationships online.
- Gives a positive view of human sexuality with honest and medically accurate information so that pupils can learn about their bodies and sexual and reproductive health in ways that are appropriate to their age and maturity.
- Gives pupils opportunities to reflect on their values and influences (such as from peers, media, faith and culture) that may shape their attitudes to relationships and sex and nurture respect for different views.
- Includes learning about how to get help and treatment from sources such as the School Health Service and other health and advice services including reliable information online.
- Fosters gender equality and LGBT+ (lesbian, gay, bisexual, trans) equality and challenges all forms of discrimination in Wellbeing lessons and in everyday school life.
- Meets the needs of all pupils with their diverse experiences including those with special educational needs and disabilities.
- Seeks pupils' views about wellbeing so that teaching can be made relevant to their real lives and assessed and adapted as their needs change. This includes using

data from the 'My Health My School survey' to adapt the curriculum as needed, creating a relevant, reactive curriculum model.

Entitlement and equality of opportunity

All children are entitled to access a broad and balanced curriculum delivered in an age and stage appropriate manner. Teachers will include a range of teaching styles and groupings to allow all children to make progress. Every child will be given opportunity to develop their skills independently and in groups, enhancing their own confidence and self-esteem.

We actively celebrate the diversity of our pupils, their families and the wider whole-school community. Wellbeing will always be taught in a non-judgemental, non-biased and fully inclusive manner through clear, impartial, scientific information as well as covering the law to ensure all pupils have equal access to our wellbeing curriculum. We do not use wellbeing lessons as a means of promoting any form of sexual orientation over another.

Thorough consultation, continual assessment and regular reviews of the curriculum we ensure that we continually recognise and respect pupils' different abilities, levels of maturity, personal circumstances (including gender identity, faith or culture and that of their family, friends and the wider whole-school community) in accordance with the school's 'Behaviour and Relationships' and 'SEND' policies.

Teaching and learning

The wellbeing programme will be led by **Mrs Emma Taylor** (Subject Leader for Wellbeing), taught by class teachers and teaching assistants.

On occasions, external visitors, experts and agencies may be invited to contribute to the delivery of wellbeing lessons to enhance delivery by bringing in specialist knowledge and different ways of engaging with children and young people. When this happens, our school will:

- Check the visitor or visiting organisation's credentials.
- Ensure the teaching delivered by the visitor fits with our planned programme and our published policy.
- Discuss the detail of how the visitor will deliver their sessions and ensure that the content is age-appropriate and accessible for the pupils.
- Ask to see in advance the materials visitors will use as well as a lesson plan so that collectively we can ensure it meets the full range of pupils' needs (e.g. special educational needs).
- Agree how confidentiality will work in any lesson and that the visitor understands how safeguarding reports should be dealt with in line with our school's policy.
- Arrange for the visitor to be always supervised/supported by a member of school staff.

- Monitor and evaluate the visitor input to inform future planning.

Wellbeing will be taught through a range of teaching methodologies, including storytelling, drama, discussions, individual private reflection, quizzes and fact finding, value spectrums, debating, independent research and artistic presentations etc. This wide range of teaching strategies promotes engagement by all pupils, irrespective of preferred learning styles.

Curriculum

Most elements of the wellbeing curriculum are a statutory requirement to teach to meet the 2019 RSE Guidance and The Equalities Act, 2010. Wellbeing will be taught through a 'spiral curriculum'. This approach means that pupils will gain knowledge, develop values and acquire skills gradually by re-visiting core themes to build on prior learning. Wellbeing will support the school's commitment to safeguard pupils through an age-appropriate curriculum that prepares them to live safely in the modern world. The Wellbeing Curriculum is delivered through the following curriculum themes:

- Relationships
- Health and Wellbeing
- Living in the Wider World

Across each term, a learning journey will be centred around a key concept question.

The Wellbeing curriculum is outlined below:

Term	YR	Y1	Y2	Y3	Y4	Y5	Y6
Autumn 1		What is the same/ different about us?	What makes a good friend?	How can we be a good friend?	What strengths, skills and interests do we have?	What makes up our identity?	How can we keep healthy as we grow?
Autumn 2	What is a friend?	Who is special to us?	What is bullying?	What are families like?	How do we treat each other with respect?	How can friends Communicate safely?	
Spring 1		What can help us stay healthy?	What jobs do people do?	What keeps us safe?	How can we manage our feelings?	What jobs would we like?	How can the media influence people?

Spring 2		Who helps us to keep safe?	What helps us to grow and stay healthy?	What makes a community?	How can our choices make a difference to others and the environment?	How will we grow and change?	
Summer 1		What can we do with money?	What helps us to stay safe?	Why should we eat well and look after our teeth?	How can we help in an accident or emergency?	How can drugs common to everyday life affect health?	What will change as we become more independent? How do friendships change as we grow?
Summer 2	How can we look after the world around us?	How can we look after each other and the world?	How do we recognise our feelings?	Why should we keep active and sleep well?	How can we manage risk in different places?	What decisions can people make with money?	

The curriculum outline is detailed below but may vary in response to emerging issues and to reflect the rapidly changing world in which our pupils are living and learning. If this is the case, parent/carers will be provided with appropriate notice before the amended programme is delivered.

Relationships Education

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Sex Education

- How a baby is conceived and born

Health Education

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid

➤ Changing adolescent body

The information below shows the age-appropriate content for the Relationships and Sex education within the wellbeing curriculum:

Age 4-5 *Family life; making friends; falling out and making up; being a good friend; dealing with bullying; growing up -how have I changed from baby to now; bodies (NOT including names of sexual parts); respecting my body and looking after it e.g. personal hygiene.*

Age 5-6 *Recognising bullying and how to deal with it; celebrating differences between people; making new friends; belonging to a family; being a good friend; physical contact preferences; people who help us; qualities as a friend and person; celebrating people who are special to me; life cycles – animal and human; changes in me; changes since being a baby; differences between female and male bodies (correct terminology: penis, vagina, testicles, vulva); respecting my body and understand which parts are private.*

Age 6-7 *Assumptions and stereotypes about gender; understanding bullying; standing up for self and others; making new friends; gender diversity; celebrating difference and remaining friends; learning with others; group co-operation; different types of family; physical contact boundaries; friendship and conflict; secrets (including those that might worry us); 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; appreciate that some parts of my body are private.*

Age 7-8 *Seeing things from others' perspectives; Families and their differences; family conflict and how to manage it (child-centred); witnessing bullying and how to solve it; homophobic bullying; recognising how words can be hurtful; giving and receiving compliments; respect for myself and others; healthy and safe choices; family roles and responsibilities; friendship and negotiation; keeping safe online and who to go to for help; being aware of how my choices affect others; awareness of how other children have different lives; expressing appreciation for family and friends; how babies grow; understanding a baby's needs; outside body changes at puberty; inside body changes at puberty; family stereotypes.*

Age 8-9 *Challenging assumptions; judging by appearance; accepting self and others; understanding influences; understanding bullying including the role of the bystander;*

problem-solving in relationships; identifying how special and unique everyone is; first impressions; working in a group; celebrating contributions of others; healthier friendships; group dynamics; assertiveness; peer pressure; celebrating inner strength; jealousy; love and loss; memories of loved ones; getting on and falling out; girlfriends and boyfriends; showing appreciation to people and animals; being unique; having a baby (simple explanation of conception); girls and puberty; boys and puberty; confidence in change; accepting change.

Age 9-10 *Cultural differences and how they can cause conflict; racism; rumours and name-calling; types of bullying; enjoying and respecting other cultures; body image and self-worth; building self-esteem; safer online communities; rights and responsibilities online; online gaming and gambling; reducing screen time; dangers of online grooming; SMART internet safety rules; Self and body image; influence of online and media on body image; puberty for girls; puberty for boys; conception; growing responsibility; coping with change.*

Age 10-11 *Children's universal rights; feeling welcome and valued; choices, consequences and rewards; group dynamics; democracy, having a voice; anti-social behaviour; role-modelling; perceptions of normality; understanding disability; understanding what transgender means; power struggles; understanding bullying; inclusion/exclusion; difference as conflict; difference as celebration; empathy; exploitation, including 'county-lines' and gang culture; love and loss; managing feelings; power and control; assertiveness; technology safety; responsibility with technology use; self-image, body image; puberty and feelings; conception to birth; reflections about change; physical attraction; respect and consent; boyfriends/girlfriends; sexting.*

Girls' Understanding of Sanitary Products and Disposal in School

As part of lessons on puberty, girls will be made aware of the procedures in place for accessing and the safe disposal of sanitary products. The school is aware that period poverty can be an issue for some pupils, and will to the best of its ability ensure that girls have access to appropriate sanitary products during school time

Health Education Including Substance Education, Mental Health Education and Safety Education

Effective health education can make a significant contribution to the development of the personal skills needed by pupils as they grow up. It also enables young people to make responsible and informed decisions about their own and others' health and well-being.

The health education programme at our school reflects the school ethos and demonstrates and encourages the following values. For example:

- **Respect for self.**
- **Respect for others.**
- **Responsibility for their own actions.**
- **Responsibility for their family, friends, schools and wider community.**

The information below shows specific Health Education (within the wellbeing curriculum) content for each year group:

Age 4-5	<i>Understanding feelings; Identifying talents; being special; challenges; perseverance; target setting; overcoming obstacles; seeking help; physical activity; healthy food; sleep; keeping clean; being safe; respecting my body; growing up; growth and change; fun and fears; celebrations.</i>
Age 5-6	<i>Feeling special and safe; rewards and feeling proud; consequences; setting goals; identifying successes and achievements; tackling new challenges; identifying and overcoming obstacles; feelings of success; keeping myself healthy; healthier lifestyle choices (including oral health); keeping clean; being safe; medicine safety/safety with household items; road safety; linking health and happiness; people who help us; changes in me; changes since being a baby; linking growing and learning; coping with change.</i>
Age 6-7	<i>Hopes and fears for the year; recognising feelings; achieving realistic goals; perseverance; motivation; healthier choices; relaxation; healthy eating and nutrition; healthier snacks and sharing food; growing from young to old.</i>
Age	<i>Self-identity and worth; positivity in challenges; responsible choices; giving</i>

7-8 and receiving compliments; difficult challenges and achieving success; dreams and ambitions; new challenges; motivation and enthusiasm; recognising and trying to overcome obstacles; evaluating learning processes; managing feelings; simple budgeting; exercise; fitness challenges; food labelling and healthy swaps; attitudes towards drugs; keeping safe and why it's important online and off line; respect for myself and others; healthy and safe choices; body changes at puberty.

Age 8-9 What motivates behaviour; rewards and consequences; accepting self and others; understanding influences; hopes and dreams; overcoming disappointment; creating new, realistic dreams; achieving goals; resilience; positive attitudes; healthier friendships; group dynamics; smoking; alcohol; assertiveness; peer pressure; celebrating inner strength; jealousy; love and loss; memories of loved ones; body changes at puberty.

Being a citizen; rights and responsibilities; rewards and consequences; how behaviour affects groups; democracy, having a voice, participating;

Age 9-10 material wealth and happiness; future dreams; the importance of money; jobs and careers; dream job and how to get there; goals in different cultures; supporting others (charity); motivation; smoking, including vaping; alcohol; alcohol and anti-social behaviour; emergency aid; body image; relationships with food; healthy and safe choices; motivation and behaviour; changes in the body at puberty.

Age 10-11 Choices, consequences and rewards; group dynamics; democracy, having a voice; emotions in success; making a difference in the world; motivation; recognising achievements; compliments; taking personal responsibility; how substances affect the body; exploitation, including 'county lines' and gang culture; emotional and mental health; managing stress; mental health; identifying mental health worries and sources of support; love and loss; managing feelings; power and control; assertiveness; technology safety; take responsibility with technology use; self-image; body image; impact of media; discernment; puberty; reflections about change; respect and consent.

Assessment of the Curriculum

Pupils' learning will be assessed at the end of every unit in the form of an individual response to a termly concept question. This will ensure that pupils are making sufficient progress to build on prior teaching and learning and that teaching strategies and resources remain relevant and effective. Assessment activities will be implicit, forming part of a normal teaching activity to ensure that pupils do not feel under pressure and will

include self-assessment tasks that will confirm pupils understanding of the topics. The evaluation of teaching and learning assessments will be shared with pupils and parents as appropriate.

The quality of wellbeing teaching and learning will be monitored through wellbeing learning walks and informal drop-ins conducted by subject leads and/or members of the senior leadership team. The observations and findings of which will be used to identify and inform future staff training needs.

Responding to pupils' questions

There will always be sensitive and controversial issues within the subjects of wellbeing. These may be a matter of age and stage appropriateness or contrasting personal beliefs including those originating from faith perspectives and culture. We believe that children are best educated and protected from harm when they are provided with a safe and supportive space to discuss issues openly within the framework of a class working agreement. At the end of every lesson, pupils will be provided with an opportunity to ask questions in an open setting and will also be provided with an opportunity to raise anonymous questions using an anonymous question box during sex and relationships lessons. Teachers will answer questions as fully as they feel age and stage appropriate based on the level of knowledge demonstrated by pupils during the lesson. Teachers may delay answering a pupil's question if they need time to consult with a colleague or the school leadership team to construct an appropriate answer.

Teachers can refuse to answer a question that they feel is inappropriate and will never answer personal questions about their own body, personal circumstances or lifestyle choices. If a teacher does not answer a question, the pupil will have the reasons clearly explained and the teacher will work with the pupil to identify suitable sources of information where they can obtain an answer to their question. This may include encouraging the pupil to ask a parent/carer or trusted adult at home.

Confidentiality, signposting and handling disclosures

The school's responsibility to safeguard pupils through a curriculum that prepares them to live safely in the modern world will remain central to our curriculum content, teaching methodologies and supporting resources.

At the beginning of wellbeing teaching the class will discuss and create a 'working agreement'. Confidentiality will be included within this agreement so pupils are clear of the limits of confidentiality that can be guaranteed by a teacher.

Each lesson will begin with a reminder of the DSLs in the school, as well as reminders about the class and online worry boxes, Childline hotline and thinking of five adults in the school

they can talk to if they are worried about anything (regardless of the content of that day's lesson).

Teachers will conduct wellbeing lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved (or being likely to be involved) in sexual activity, then the teacher will take the reference seriously, and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. They will immediately inform the named person for child protection issues about their concerns. The Designated Safeguarding Lead will then deal with the matter in line with our school's safeguarding policy.

Involving parents and carers

We believe that parents are the primary educators of their children with regards to wellbeing and that the subject is most effective when it is collaboration between school and home. We therefore wish to build a positive and supporting relationship with parents and carers of children and young people at our school through mutual understanding, trust and cooperation.

The school also operates an open-door policy enabling parents to discuss wellbeing as well as sending home termly newsletters regarding the content being covered each term.

Most of the the wellbeing curriculum is compulsory. There is no right to withdraw from relationships education or health education. Parents and carers are only able to request that their child is excused from sex education, taught outside of the national curriculum for science. If a parent wishes their child to be excused from some or all the non-statutory sex education, they should discuss this with the Headteacher making clear which aspects of the programme they do not wish their child to participate in. The Headteacher will outline to parents/carers 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 detrimental effects may be mitigated if the parents/carers propose to deliver sex education to their child at home instead). Once a decision has been made, parents/carers must inform the school in writing stating their reasons as to why they would like their child withdrawn. Once these discussions have taken place, except in exceptional circumstances, our school will respect a parent/carers' request to have their child excused from non-statutory sex education. The school will document this process.

This process is the same for pupils with SEND. However, there may be exceptional circumstances where the Headteacher may want to take a pupil's specific needs arising from their SEND into account when making this decision. If a pupil is excused from sex education, the school will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

Links to other school policies and curriculum

This policy complements the following policies:

- Behaviour and Relationships
- Child Protection and Safeguarding
- E-safety
- PSED and Equalities Objectives
- PSHE
- SEND
- Teaching and learning

Review date

The Local Academy Board (LAB) monitors the impact of wellbeing on an annual basis. The LAB members give serious consideration to any comments, consultation and evidence of impact.

Consultation with pupils will be conducted on a regular basis to support with reviewing the curriculum to ensure it remains responsive to emerging needs and the policy updated accordingly.

This policy will be reviewed every 2 years, or sooner if the WELLBEING curriculum is amended, for example in response to emerging themes, changing pupil needs or introduction of new legislation and guidance. The next review date of this policy is currently set for **September 2027**.

Additional reading

- [Keeping Children Safe in Education](#) (statutory guidance)
- [Respectful School Communities: Self Review and Signposting Tool](#) (a tool to support a whole school approach that promotes respect and discipline)
- [Behaviour and Discipline in Schools](#) (advice for schools, including advice for appropriate behaviour between pupils)
- [Equality Act 2010 and schools](#)
- [SEND code of practice: 0 to 25 years](#) (statutory guidance)
- [Alternative Provision](#) (statutory guidance)
- [Mental Health and Behaviour in Schools](#) (advice for schools)
- [Preventing and Tackling Bullying](#) (advice for schools, including advice on cyberbullying)
- [The Equality and Human Rights Commission Advice and Guidance](#) (provides advice on avoiding discrimination in a variety of educational contexts)
- [Promoting Fundamental British Values as part of SMSC in schools](#) (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))
- [National Citizen Service guidance for schools](#)

Headteacher:	Mrs Hannah Morgan
Chair of LAB:	Mrs Anne McWilliams
Date of Policy:	September 2025