



RSHE POLICY (RELATIONSHIPS, SEX AND HEALTH EDUCATION)

Version:	6.0
Approved by:	Trust Board – 01.12.20
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REVIEW HISTORY

VERSION NO.	DATE OF CHANGE	CHANGE SUMMARY	SECTION/ PAGE NO.
V2.0	28.4.2022	LGBT replaced with LGBTQ+	Various
3.0	13.02.23	Rebranding	All
4.0	May 2023	British Values added to table 6.3	8
5.0	May 2025	Supreme court judgement recognition	4
6.0	May 2026	Digital wellbeing, media literacy, online harms added due to new guidance emphasis	1.1-1.4
		Clearer compliance aligned to Equality Act and in line with 2025 guidance, with new safeguarding themes added	1.6 – 1.10
		Equality wording for clarity and compliance	2
		Updated parent withdrawal wording and transparency duties	3
		Updated to reflect 2025 guidance	4.3
		Updated to reflect 2025 guidance and latest KCSIE	5.3
		Updated to reflect 2025 guidance and current practice	6
		Safe practice updated to match current best practice	8.4
		Safeguarding risks updated	9
		Annual publication of overview/resources where appropriate added for stakeholder clarity and transparency	10
		Curriculum audit against statutory guidance added to evidence compliance	11

1. RATIONALE AND ETHOS

- 1.1 This policy covers the schools in the OAK Trust. Our Trust is a combination of Primary and Secondary schools and this policy outlines our approach to Relationships, Sex and Health Education (RSHE). It was produced by staff, governors and members of local schools through consultation with parents/carers and other interested stakeholders and reviewed in line with statutory guidance effective from September 2026.

We define Relationships, Sex and Health Education as ‘enabling children to embrace the challenges of creating a happy and successful adult life.’

- 1.2 We believe RSHE is essential in enabling children to develop the knowledge, skills and attributes needed to lead safe, healthy and fulfilling lives by supporting pupils to:

- build healthy relationships;
- understand boundaries and respect;
- protect their physical and mental health;
- stay safe online and offline;
- recognise risks, coercion and unsafe situations;
- know when and how to seek help.

This policy sets out our approach to Relationships and Sex Education, and Health Education across the Trust. While schools must have an up-to-date written policy for Relationships Education or RSE, there is no statutory requirement to publish a separate policy for Health Education. However, we have chosen to include our Health Education provision within this policy to provide clarity for parents/carers, staff and governors about how we deliver the full RSHE curriculum in an integrated and coherent way.

- 1.3 We recognise parents/carers as primary educators and seek to work in partnership with families. We view the partnership of home and school as vital in providing the context to both complement and reinforce what pupils learn about healthy, respectful relationships, focusing on family and friendships, in all contexts, including online, as well as how to be healthy.

- 1.4 Our Trust’s overarching aims for our pupils are:

- To foster pupil wellbeing by developing the resilience and character that we know are fundamental to pupils being happy, successful and productive members of society.
- To know how to be safe, including online.
- To be healthy, both mentally and physically.
- To be able to manage their academic, personal and social lives in a positive way.

- To demonstrate personal attributes including kindness, integrity, generosity, honesty, respect and tolerance in order to contribute positively to adult life in British Society.

1.5 We will ensure that RSHE is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND). This will be achieved by ensuring that content and teaching is adapted to meet the specific needs of pupils at different stages of their development. As with all subjects, we will ensure that teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law.

1.6 **Equality, Inclusion and Protected Characteristics**

We will ensure that the needs of all pupils are appropriately met and that all pupils understand the importance of equality and respect for others. Teaching will be age-appropriate, factual and inclusive, reflecting statutory guidance, safeguarding responsibilities and the Equality Act 2010. Pupils will learn about respectful relationships, protected characteristics, personal safety and how to seek support when needed.

1.7 **LGBTQ+ Inclusion**

- The Trust will aim to provide an inclusive environment in which LGBTQ+ pupils and staff are valued and respected.
- The Trust will promote understanding of and support for the needs of LGBTQ+ pupils and staff.
- The Trust will raise awareness of LGBTQ+ inclusion through the provision of an inclusive curriculum.
- The Trust will seek to provide pupils with LGBTQ+-inclusive RSHE and opportunities to discuss relationships, identity and equality in an age-appropriate way within RSHE, Personal Development and the wider curriculum where relevant.
- Primary schools will teach about healthy loving relationships which will include same-sex parents along with other family arrangements when discussing families.
- At secondary school, there will be equal opportunity to explore the features of stable and healthy same-sex relationships, ensuring that this content is integrated into RSHE programmes of study rather than delivered as a standalone unit or lesson.
- Secondary schools will ensure that they cover all the facts about sexual health, including STIs, in a way that is relevant for all pupils, including those who are lesbian, gay, bisexual and/or gender questioning.

1.8 **Teaching About Biological Sex and Gender Reassignment**

Pupils will be taught the facts and the law about biological sex and gender reassignment in an age-appropriate way. This will recognise that people have legal rights by virtue of their biological sex which are different from the rights of those of the opposite sex with the protected characteristic of gender reassignment. Pupils will also be taught to recognise that people with the protected characteristic of gender reassignment, as with the other protected characteristics, have protection from discrimination and should be treated with respect and dignity.

In primary schools, teaching will focus on understanding that all people should be treated with respect and kindness, and that families come in different forms. Primary pupils will learn about protected characteristics in an age-appropriate way, understanding that people are different and that difference should be respected.

In secondary schools, pupils will be taught the facts and the law about biological sex and gender reassignment in greater depth. Schools will be mindful that beyond the facts and the law about biological sex and gender reassignment there is significant debate, and will be careful not to endorse any particular view or teach it as fact. For example, we will not teach as fact that all people have a gender identity. Schools will avoid language and activities which repeat or enforce gender stereotypes, and will be mindful to avoid any suggestion that social transition is a simple solution to feelings of distress or discomfort.

Schools will encourage young people to consider how to express their views while remaining respectful of the opinions of others. Schools will be clear that bullying or disrespectful language or behaviour is never appropriate.

Where schools decide to use external resources on topics relating to gender, they will avoid materials that use cartoons or diagrams that oversimplify this topic, that could be interpreted as being aimed at younger children, or that perpetuate stereotypes or encourage pupils to question their gender. Schools will consult parents on the content of external resources on this topic in advance and make all materials available to them on request as set out in Section 10 of this policy.

- 1.9 As a Trust, we will ensure compliance with the relevant provisions of the Equality Act 2010, under which sexual orientation and gender reassignment are protected characteristics. RSHE will foster equality and inclusion through content that is factual, age and developmentally appropriate, and taught sensitively and respectfully, taking account of the backgrounds and beliefs of pupils and parents/carers, whilst ensuring pupils understand relevant legal protections.

Content will be integrated into programmes of study for RSHE within the PSHE curriculum and will not be taught as stand-alone units.

- 1.10 The intended outcomes of our programme are that pupils will:

- Know and understand the characteristics of positive relationships, with particular reference to friendships, family relationships, relationships with other children and with adults.

- Understand that they have a right to personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical touching.
- Recognise and know how to report abuse, including emotional, physical and sexual abuse.
- Understand that they have a responsibility to treat each other with kindness, consideration and respect including, when online, securing permission and giving and understanding the concept of privacy.
- Develop the skills to express their emotions and seek help where needed, to build friendship and recognise how this can support mental wellbeing.
- Develop the personal attributes of honesty, integrity, courage, humility, kindness, generosity, trustworthiness and sense of justice, and character traits such as perseverance, working towards long term goals, dealing with setbacks, and building resilience.
- Understand how the equality act 2010 relates to them as a child and through adult life, to recognise and challenge any form of discrimination.
- Understand how to identify scams, misleading content and unsafe online requests.
- Know how to protect personal information and seek help if worried.
- Understand grief, loss and change as normal life experiences.
- Use correct vocabulary for body parts in an age-appropriate manner
- Communicate boundaries clearly and respect the boundaries of others.

Additional intended outcomes of the secondary programme are that pupils will:

- Understand the risks associated with image-sharing, deepfakes and AI-generated harmful content.
- Recognise coercive, controlling and abusive behaviours in relationships.
- Understand how misogyny, harmful online influencers and extremist ideologies can affect attitudes and behaviour.
- Know how to seek support regarding sexual harassment, exploitation or online abuse.
- Know how to access health advice and support services
- Understand confidentiality and where to seek medical support

2. ROLES AND RESPONSIBILITIES

- 2.1 The RSHE programme will be led by PSHE leaders with the support of senior leaders and the governing body/ trustees. It will be taught by class teachers and delivered through the school curriculum and wider opportunities within the school. Our RSHE curriculum will be inclusive, age-appropriate and accessible to all pupils, including with SEND. Teaching will reflect duties under the Equality Act 2010 and promote respect for all people.

The aims and intended outcomes of our approach are encompassed within the school visions and values to promote learning.

The RSHE programme will be supported by additional staff in school, appropriate external visitors and developed through advice from professional associations. If changes are required, any subsequent working party will be made up of governors/trustees, leaders, teachers, support staff, parents/carers and, where appropriate, members of the community.

3. GOVERNORS OR TRUSTEES

As well as fulfilling their legal obligations, the governing bodies or trustees should also make sure that:

- All pupils make progress in achieving the expected educational outcomes.
- The subjects are well led, effectively managed and well planned.
- The quality of provision is subject to regular and effective self-evaluation.
- Teaching is delivered in ways that are accessible to all pupils including those with SEND.
- Clear information is provided for parents/carers on the subject content and they have right to request that their child is withdrawn only from sex education (see statutory guidance, point 45). The subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.
- The school complies with
 - Children and Social Work Act (2017)
 - Equality Act (2010)
 - Keeping Children Safe in Education (current edition)
 - Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance (DfE 2025, effective September 2026)
 - National Curriculum in England

4. HEADTEACHER AND PSHE LEADER

4.1 It is the responsibility of the Headteacher/PSHE leader to ensure that:

- Both staff and parents/carers are informed about our RSHE policy, and that the policy is implemented effectively.
- Staff are given sufficient training, so that they can teach about relationship and sex education effectively and handle any difficult issues with sensitivity.
- They liaise with external agencies regarding the school RSHE programme and ensure that all adults who work with our children on these issues are aware of the school policy, and work within its framework.

- The policy is monitored on a regular basis, and the effectiveness of the policy is reported to governors/trustees, when requested.

4.2 Adults working with children are entitled to:

- Access high quality, up-to-date, accurate information, resources and training.
- Mutual understanding of roles and responsibilities in relation to the planning and delivery of RSHE.
- Contribute their views and ideas in support of the development of RSHE for children.
- Professional guidance and support.
- Opportunities to share good practice.
- Be informed about issues of confidentiality and procedures to be followed.

4.3 **External Visitors**

Working with external organisations can enhance delivery of these subjects, bringing in specialist knowledge and different ways of engaging with young people. Each school will ensure that:

- The validity of the visitor or visiting organisation's credentials is authentic.
- That teaching delivered by the visitor fits with the planned programme and published policy.
- Discussion occurs in relation to the detail of how the visitor will deliver their sessions and scrutinised to ensure that the content is age-appropriate and accessible for the pupils.
- Visitor's materials are reviewed in advance, to ensure that they meet the full range of pupils' needs (e.g. Special Educational Needs).
- Confidentiality will be maintained in lessons and that the visitor understands how safeguarding reports should be dealt with in line with school policy.

The school will not agree to any contractual restrictions that prevent parents from viewing materials used by external providers. Where copyright applies, materials will be shared via a parent portal, presentation, or controlled access in line with copyright law, with parents agreeing not to copy or share content further. Where external resources relate to topics about gender, schools will consult parents on the content in advance, in line with Section 1.8 of this policy.

4.4 Parents, carers and other adults in the community are entitled to:

- Accessible, accurate, up-to-date, information delivered in a way which meets their needs.
- A safe and supportive environment for their children.
- Information on how and when RSHE is taught.

- Understand both their rights and responsibilities in relation to the RSHE policy and curriculum.
- Be informed about issues of confidentiality and how it affects them and their children.
- Have their views and ideas received in a respectful, non-judgemental manner.

5. LEGISLATION

- 5.1 The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory in primary and secondary schools. They also make Health Education compulsory in all schools.
- 5.2 The RSHE policy supports/complements the following policies:
- PSHE policy
 - Safeguarding Policy
 - Anti-Bullying Policy
 - Equality Policy and statement
 - Acceptable use of IT policy
 - Appropriate Curriculum policies
- 5.3 Documents that inform the school's RSHE policy include:
- Education Act (1996)
 - Learning and Skills Act (2000)
 - Education and Inspections Act (2006)
 - Equality Act (2010)
 - SEND Code of Practice
 - Keeping Children Safe in Education – Statutory
 - Children and Social Work Act (2017)
 - National Curriculum in England
 - Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory Guidance (DfE, 2025; effective September 2026)

6. CURRICULUM DESIGN

- 6.1 Our RSHE programme is an integral part of our whole school PSHE. High quality Relationships, Sex and Health Education helps create safe school communities in which pupils can grow, learn and develop positive, healthy behaviour for life. We teach RSHE on the understanding that:
- It is taught in the context of family life.
 - It is part of a wider process of social, personal, spiritual and moral education.
 - Children should be taught to have respect for their own bodies.

- Children should learn about their responsibilities to others and be aware of the consequences of sexual activity.
- It is important to build positive relationships with others, involving trust and respect, both in person and online.
- It makes a significant contribution to our duty to safeguard and protect all children.
- It plays a key role in improving health outcomes for children and young people such as reducing teenage pregnancy and risk-taking behaviour, including online behaviour.

Note that some schools may not label their curriculum RSHE. It may be contained within Personal Development or Community, Health and Social Studies.

- 6.2 We teach Relationships, Sex and Health Education (RSHE) through different areas of the curriculum. The main RSHE provision is delivered through our PSHE curriculum; however, RSHE is also covered through the statutory science curriculum and other subjects such as PE and Computing (ICT). We believe that all of these contribute to pupils' knowledge and understanding of positive relationships, their own bodies, and how they change and develop over time.

Content is delivered through a planned, age-appropriate and spiral curriculum in which key themes are revisited with increasing depth and complexity as pupils mature.

Resources used in both the primary and secondary curriculum are fully in line with the PSHE Association Programme of Study.

- 6.3 Where iPads are used to support teaching and learning in PSHE/RSHE, all resources are quality assured before uploading to Showbie, as is standard across the curriculum. iPads will not be used by primary pupils for RSHE lessons.

6.4 **Primary Schools**

The PSHE/RSHE curriculum is underpinned by a set of overarching concepts that support the development of the whole child. These include:

- Healthy relationships: enabling pupils to build and maintain positive, respectful relationships and understand boundaries and consent
- Safety and risk awareness: supporting pupils to recognise risks, including online, and know how to keep themselves safe
- Informed decision-making: developing pupils' ability to think critically and make responsible choices
- Emotional wellbeing and resilience: helping pupils to understand, manage and express their emotions effectively
- Self-concept and identity: promoting self-worth, confidence and respect for diversity
- Values and character development: encouraging respect, honesty, responsibility and empathy

- Health and lifestyle: supporting understanding of physical health, mental wellbeing and healthy habits
- Citizenship and social responsibility: preparing pupils to contribute positively to their communities and wider society

These concepts are interwoven throughout the curriculum and revisited progressively to ensure pupils develop the knowledge, skills and attributes needed to thrive both now and in the future.

Relationships	Health and Wellbeing	Living in the Wider World
- Families and caring relationships - Friendships, respect and positive relationships - Bullying and unkind behaviour (including online behaviour) - Boundaries and personal space - Consent in everyday interactions (e.g. borrowing, touch, sharing, asking permission) - Online Relationships and staying safe - Recognising trusted adults and how to seek help - Correct anatomical vocabulary (age-appropriate use and safeguarding context)	- Mental wellbeing and emotional literacy - Emotional regulation and managing feelings - Healthy lifestyles and wellbeing choices - Healthy eating and nutrition - Physical health, exercise and fitness - Changes over time, including loss, grief and bereavement - Puberty and changing bodies (age-appropriate) - Basic first aid and responding to simple emergencies	- Online safety and digital wellbeing - Scams, fraud and misleading or persuasive online content - Privacy, passwords and personal data protection - Age ratings and understanding why online rules exist - Road, rail and water safety - Economic wellbeing (money awareness, choices and responsibility) - British values (democracy, rule of law, respect, tolerance, individual liberty) - Citizenship and community participation

6.5 Secondary Schools

By the end of secondary education, pupils will have been taught the knowledge and skills required by statutory Relationships, Sex and Health Education guidance, including intimate and sexual

relationships, consent, online safety, exploitation, sexual health, fertility, mental wellbeing, healthy lifestyles and how to access support and health services.

Relationships	Health and Well Being	Living in the Wider World
- Positive relationships, including how to build and maintain respectful relationships - Consent and healthy boundaries - Contraception, reproductive health and parenthood - Bullying, prejudice, abuse and discrimination - Peer influence, social pressure and decision-making - LGBTQ+ inclusion and equality - Online sexual content, including the impact of pornography and understanding that it does not reflect reality - Sexual harassment, sexual violence, sexual abuse and exploitation (including online grooming and sextortion) - Image sharing, including sexual imagery, youth-produced sexual imagery, nudes and AI-generated sexual imagery and deepfakes - Understanding the law on consent, including	- Self-concept, identity and self-esteem - Mental health, emotional wellbeing and resilience - Healthy lifestyles and healthy choices - Health-related decision-making and influence - Drugs, alcohol, tobacco, vaping and nicotine products – including the law - Managing risk, personal safety and help-seeking - Puberty, intimate relationships and sexual health - Sexual health, fertility and reproductive health - Understanding when and how to access health services and support	- Study skills, learning strategies and personal development - Aspirations, choices and pathways (including transitions) - Careers education and the world of work - Employment, rights and responsibilities - Financial capability and money management - Media literacy, online influence and digital resilience - The Online Safety Act and legal responsibilities online - Online behaviours including public sexual harassment, harmful content and reporting mechanisms - Understanding the law relating to: carrying knives and weapons; extremism/radicalisation ; grooming and criminal exploitation including county lines, hate crime; gambling; and the age of criminal responsibility

the age of consent, and sexual offences - Harmful practices, including FGM, forced marriage, 'virginity testing' and hymenoplasty - Domestic abuse, stalking and coercive control		
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- 6.6 We understand the importance of ensuring that all children in our school receive their entitlement to RSHE. We will carefully consider special educational needs or disability, gender, sexual orientation and age, nationality, religion, cultural and linguistic background when planning and delivering RSHE.

In relation to nationality, sexual orientation, religion and cultural diversity, we value the different backgrounds of our pupils and, in addressing different views and beliefs, seek to promote tolerance and understanding.

Teaching will be age appropriate, evidence-informed and sensitive to pupils' backgrounds.

- 6.7 In order to ensure the RSHE Curriculum meets the needs of all we will:

- Accept and celebrate difference.
- Encourage respect and expect a zero tolerance with regards to abuse and exploitation.
- Not ask children to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.

- 6.8 In relation to those with special educational needs or disability, we will review our RSHE Programme to ensure that provision is made for those with additional needs. We will consider:

- Their level of vulnerability.
- Their need to learn and demonstrate appropriate behaviour.
- Their need to develop self-esteem and positive body image.
- The need to involve all staff, including support staff and carers, in policy development, planning and training.
- The management of personal care.
- Clarity about sources of support for pupils.

- 6.9 RSHE will be taught through planned lessons, assemblies, pastoral work and wider curriculum opportunities. Staff or visitors delivering sessions will ensure that individual needs of children are met. Selected resources, such as books and film clips, will be used which support and promote understanding within a moral/values context. High quality resources will support our RSHE provision and will be regularly reviewed. We will avoid a 'resource-led' approach to delivering RSHE, instead focusing on the needs of the children and our planned learning objectives. We will carefully select resources which meet these objectives.
- 6.10 We will carefully evaluate teacher resources, leaflets and videos, before using them. We will select resources which:
- Are consistent with our Curriculum for RSHE.
 - Relate to the aims and objectives of this Policy.
 - Are suitable to the age, maturity, needs, linguistic proficiency and ability of the children.
 - Appeal to adults and children.
 - Are up-to-date in factual content.
 - Are produced by a reputable organisation.
 - Do not show unfair bias e.g. Towards a commercial product.
 - Avoid racial, gender and sexual stereotyping.
 - Encourage active and participative learning.
 - Conform to the legal requirements for RSHE.
- 6.11 Where relevant, learning about RSHE in PSHE education lessons will link to/complement learning in Science, Religious Education and Physical Education. Pupils will be encouraged to reflect on their own learning and progress, either through self-evaluation tools or through discussion. This will be integral within the approach to assessment of RSHE. We recognise that it is difficult for teachers to accurately assess a pupil's self-confidence or sense of their own identity and values, however, pupils themselves will be able to judge, for instance, whether they feel more confident, or have a firmer sense of their own beliefs and opinions than they did before a particular series of lessons. Assessing learning must therefore use a combination of teacher assessment and pupil self- and peer assessment.
- 6.12 The learning we wish to assess will relate to the pupils' attributes and skills (such as resilience, negotiation, self-awareness, risk management and interpersonal skills), as well as the knowledge and understanding related to the context (for example bullying, consent, mental and emotional health). An overview of the learning in each year group can be found on the school website.

7. STAFF TRAINING

Teaching RSHE can be very rewarding, but we understand that, in order to feel confident, staff need opportunities to develop the knowledge, skills and attitudes. We recognise that

all adults have different personal beliefs and attitudes about RSHE. We will discuss relevant issues and, where appropriate, arrange training to enable staff members to feel confident in delivering the Curriculum for RSHE. We will also encourage the sharing of good practice. Those with special responsibility for the development of RSHE will be offered opportunities to consult with advisors.

8. SAFE AND EFFECTIVE PRACTICE

- 8.1 We will ensure a safe learning environment through ensuring RSHE is taught in a safe, non-judgemental environment where adults and children are confident that they will be respected. Teachers and pupils will agree ground rules at the beginning of any RSHE work, in addition to those already used in the classroom. They will cover the following areas:
- Appropriate use of language.
 - The asking and answering of personal questions.
 - Strategies for checking or accessing information.
- 8.2 To protect children's privacy, we will employ teaching and learning strategies known as distancing techniques which will enable them to discuss issues without disclosing personal experience. For example, we may use fiction, puppets, case studies, role-play, videos, and theatre in education to enable children to share ideas and opinions and to practise their decision-making skills in a safe learning environment.
- 8.3 We acknowledge that sensitive and potentially difficult issues will arise in RSHE as children will naturally share information and ask questions. When spontaneous discussion arises, it will be guided in a way which reflects the stated school aims and curriculum content for RSHE. As a first principle we will answer questions relating to the taught planned curriculum for that age group to the whole class. We will answer questions relating to areas beyond the taught planned curriculum for that age group, in a sensitive and age-appropriate way only to the child or children who have asked the question, where appropriate in consultation with a child's parent/carer. If a member of staff is uncertain about the answer to a question, or indeed whether they wish to answer it they will seek guidance from the PSHE leader. Teachers will correct misinformation sensitively, avoid personal disclosures, and signpost pupils to trusted adults and support where concerns arise.
- 8.4 RSHE contributes to safeguarding by helping pupils recognise abuse, grooming, coercion, manipulation and unsafe behaviour. Any disclosures or concerns will be managed in line with safeguarding procedures.
- 8.5 We encourage other valued members of the community to work with us to provide advice and support to the children with regard to relationship and health education. For example, our local community police officer, fire service or members of the local health authority, such as the school nurse and other health professionals.

9. SAFEGUARDING

- 9.1 RSHE contributes to safeguarding by helping pupils recognise abuse, grooming, coercion, manipulation and unsafe behaviour.

Staff are aware that effective RSHE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure. RSHE teaching may also help pupils recognise that they or others have experienced abuse, exploitation, or harmful behaviour, and staff must be prepared to respond appropriately.

All staff delivering RSHE must be familiar with the school's safeguarding policy and **Keeping Children Safe in Education (current edition)**. Staff will respond to disclosures in line with safeguarding procedures, ensuring concerns are reported to the Designated Safeguarding Lead immediately.

- 9.2 External visitors must follow the school safeguarding expectations and materials must be quality assured in advance.

10. ENGAGING STAKEHOLDERS

- 10.1 The schools recognise parents/carers as primary educators and will work in partnership with parents. We aim to build a positive and supporting relationship with the parents/carers of children at our school, through mutual understanding, trust and cooperation. Parents/carers will be informed about the policy through consultation, information meetings and through written correspondence. The policy will be available to parents/carers through the school website.

- 10.2 We are committed to working with parents and carers by holding information sessions, providing workshops for parents/carers to enable them to be confident to answer their children's questions and through signposting via targeted support in school or through the school website, to other resources to support them at home. We work closely with parents/carers to ensure that they are fully aware of what is being taught. As part of our whole school approach to RSHE, Parent Information sessions and opportunities for parents/carers to view the materials and resources used will be held.

- 10.3 Each year parents/carers will be invited to information sessions to ensure all new parents/carers are fully aware of the school curriculum.

- 10.4 The school will publish this policy on the website, provide curriculum overviews, notify parents when RSHE units are taught, and make all curriculum materials available to

parents on request. Parents will be shown a representative sample of resources at information sessions. All materials, including those from external providers, can be viewed by parents.

- 10.5 From September 2020, Relationships Education (primary) and Health Education (all schools) are statutory subjects. **Parents/carers do not have the right to withdraw their child from these areas of the curriculum.**

- 10.6 **Parents/carers have the right to request withdrawal of their child from sex education only (not Relationships Education or Health Education).** This applies to sex education taught beyond the National Curriculum for Science (see Appendix 1).

Sex education includes teaching about:

- Intimate and sexual relationships
- Contraception and sexual health (including STIs)
- Sexual activity and sexual behaviour

Sex education does not include:

- Content about puberty and reproduction taught in the National Curriculum for Science
- Relationships Education content such as healthy relationships, boundaries, consent, staying safe, and recognising abuse
- Health Education content such as mental wellbeing, healthy lifestyles, and online safety

- 10.7 If a parent/carer wishes their child to be withdrawn from any part of our sex education lessons, they should discuss this first with the Headteacher and confirm their request in writing.

- 10.8 Following discussions with parents/carers, **except in exceptional circumstances**, the school will respect a request to withdraw a pupil from non-statutory sex education **up to and until three terms before the pupil turns 16**. After that point, if the pupil wishes to receive sex education, the school will arrange for the pupil to receive it in one of the three terms before they turn 16.

Before this time, if a parent/carer requests that their child be removed from sex education, we will arrange for the child to be educated in another class who are not participating in the lesson and provide support by giving the parent/carer access to the materials.

- 10.9 This Policy describes the Trust's views on how RSHE will be delivered in addition to requirements of the National Curriculum.

- 10.10 It is the responsibility of the governors to ensure, through consultation, that the RSHE Policy reflects consideration of the views of parents/carers of our community. It is the responsibility of governors to ensure that the Policy is made available to parents/carers. In order to facilitate this process, the RSHE Policy will appear annually on the agenda of a governors' meeting. The Policy will be made available for parents/carers on the school website and a link governor with responsibility for safeguarding (to include RSHE) will be nominated.
- 10.11 Pupil voice will be used to review and tailor our RSHE programme to match the different needs of pupils.

11. MONITORING, REPORTING AND EVALUATION

- 11.1 Teachers will critically reflect on their work in delivering RSHE through the evaluation of lessons, discussion with senior leaders and through monitoring activities led by the PSHE leader and Trust PSHE leader network. Annual monitoring will include a review of curriculum coverage against current statutory guidance and emerging safeguarding risks.
- 11.2 We will involve children in the evaluation and development of their RSHE in ways appropriate to their age. As such, we will:
- Refer to local/countywide/national data.
 - Engage the children in assessment activities to establish their developmental needs, for example 'draw and write' activities.
 - Encourage children to ask questions as they arise by providing anonymous question boxes, where appropriate.
 - Ask children to reflect on their learning and set goals for future learning.
 - Consult children (e.g. Through school council) about their perception of the strengths of our RSHE programme and the areas to be further developed.
- 11.3 The governing body or trustees are responsible for monitoring the delivery of our RSHE policy. Governors give due consideration to any comments from parents/carers about the RSHE programme and require the Headteacher to keep a written record of parents/carers' comments.

12. RSHE POLICY REVIEW

This policy will be reviewed as indicated on the front cover.

It will be reviewed by the PSHE lead, senior leaders and representatives from the governing body and Trust. This will ensure that it remains in line with current Department for Education advice and guidance.

APPENDIX 1

RSHE Elements of the National Science Curriculum

(see <https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study/national-curriculum-in-england-science-programmes-of-study#key-stage-1-programme-of-study---years-1-and-20> for the full programmes of study for Science)

A. Key Stage 1 (age 5–7 years)

Year 1 pupils should be taught to:

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Year 2 pupils should be taught to:

- Notice that animals, including humans, have offspring which grow into adults.
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Notes and Guidance

They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs. The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult.

B. Key Stage 2 (age 7–11 years)

Year 5 pupils should be taught to:

- Describe the life process of reproduction in some plants and animals.
- Describe the changes as humans develop to old age.

Notes and Guidance

Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.

They might try to grow new plants from different parts of the parent plant, for example, seeds, stem and root cuttings, tubers, bulbs. They might observe changes in an animal over

a period of time (for example, by hatching and rearing chicks), comparing how different animals reproduce and grow.

Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty. Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.

Year 6 pupils should be taught to:

- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.
- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.

Notes and Guidance

Pupils should learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body.

They should be introduced to the idea that characteristics are passed from parents to their offspring, for instance by considering different breeds of dogs, and what happens when, for example, Labradors are crossed with poodles. They should also appreciate that variation in offspring over time can make animals more or less able to survive in particular environments, for example, by exploring how giraffes' necks got longer, or the development of insulating fur on the arctic fox. Pupils might find out about the work of palaeontologists such as Mary Anning and about how Charles Darwin and Alfred Wallace developed their ideas on evolution. Note: At this stage, pupils are not expected to understand how genes and chromosomes work.

The programmes of study for science are set out year-by-year for key stages 1 and 2. Schools are, however, only required to teach the relevant programme of study by the end of the key stage. Within each key stage, schools therefore have the flexibility to introduce content earlier or later than set out in the programme of study. In addition, schools can introduce key stage content during an earlier key stage if appropriate. All schools are also required to set out their school curriculum for science on a year-by-year basis and make this information available online.'

[Department for Education, updated May 2015]

This policy should be read in conjunction with:

APPENDIX 2

Statutory guidance on relationships education, relationships and sex education (RSE) and health education (for introduction 1 September 2026):

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

[Department for Education, updated December 2025]

APPENDIX 3

Science Programmes of Study: Key Stage 3 – National curriculum in England

(Department for Education, updated May 2015)

APPENDIX 4

Science Programmes of Study: Key Stage 4 – National curriculum in England

(Department for Education, updated May 2015)