

Relationships, Sex and Health education (RSHE) policy

Date	May 2025
Version	1
Circulation	Public
Owner	Education Directors
Date approved	June 2025
Approved by	Standards Committee
Review date	May 2028
Status	DRAFT

Contents

Purpose and Scope.....	3
2. Statutory requirements and links to other policies	3
3. Policy development	4
4. Definition	4
5. Curriculum	4
6. Delivery of RSHE	4
6.2 Inclusivity	6
6.2 Use of resources	6
7. Use of external organisations and materials.....	6
8. Roles and responsibilities	7
8.1 The board of trustees	7
8.2 Local governing bodies.....	7
8.3 The headteacher	7
8.4 Staff	7
8.5 Young People	8
9. Parents' right to withdraw	8
10. Training.....	8
11. Monitoring arrangements	8
Appendix 1: Curriculum map.....	9
Relationships and sex education curriculum map.....	9
Appendix 2: By the end of the primary phase (age 5-11) pupils should know	Error! Bookmark not defined.
Appendix 2: By the end of secondary phase (age 11-16) school pupils should know.....	10
Appendix 3: Parent/carer form: withdrawal from sex education within RSE.....	13

This policy sets out our approach to relationships and sex education (RSE) across the Learning Community Trust.

Section(s) 6,8, and 11 and appendices have been adapted to reflect the circumstance in HLC Secondary.

Purpose and Scope

Relationships, sex and health education (RSHE) across the Learning Community Trust is rooted in our shared values and vision for developing compassionate, resilient, and inspirational young people. The RSHE curriculum aligns with the Trust's commitment to Respect for All, promoting equality, diversity, and inclusivity through open, sensitive discussion and the development of empathy and self-respect. As A Trust With Heart we place our young people's wellbeing at the centre, helping them understand their development in a caring, supportive environment.

In preparing young people for puberty and relationships, RSE encourages Coping With The Challenges of Life, fostering resilience and confidence to navigate an ever-changing world. Our approach supports young people to create positive attitudes towards their identity and relationships.

We work to ensure No Child is Left Behind, providing every young person with the understanding they need to achieve safe and healthy relationships, regardless of background or starting point.

The aims of relationships and sex education (RSHE) in our Trust are to:

- Provide a framework in which sensitive discussions can take place
- Prepare young people for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help young people develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach young people the correct vocabulary to describe themselves and their bodies

2. Statutory requirements and links to other policies

In our primary academies, we must provide relationships education to all pupils as per section 34 of the [Children and Social Work Act 2017](#). This legislation also requires us to provide RSHE to all students at our secondary academies.

We offer all pupils a curriculum that is aligned to the National Curriculum including requirements to teach science. This includes the elements of sex education contained in the science curriculum at primary level.

In teaching RSHE, we're required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Learning Community Trust we teach RSHE as set out in this policy.

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

- Safeguarding and Child Protection Policy
- Behaviour Policy
- Equality, Diversity and Inclusion Policy
- SEND (Special Educational Needs and Disabilities) Policy
- Online Safety or ICT Policy
- Mental Health and Wellbeing Policy

3. Policy development

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

1. Review – a member of staff or a working group of staff from each academy/central trust education team pulled together all relevant information including relevant national and local guidance
2. Staff consultation – staff across all academies were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents/carers and any interested parties were invited to attend a meeting about the policy at their respective academies
4. Young people consultation – we investigated exactly what young people want from their RSHE
5. Ratification – once amendments were made, the policy was shared with the board of trustees for ratification

4. Definition

RSHE is about the emotional, social and cultural development of young people, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSHE involves a combination of sharing information, and exploring issues and values.

RSHE is not about the promotion of sexual activity.

5. Curriculum

Our RSHE curriculum is set out as per the Appendix but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents/carers, young people and staff, taking into account the age, developmental stage, needs and feelings of our young people. If young people ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that all young people are fully informed and don't seek answers online.

We will share any curriculum resources and materials with parents and carers upon request.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of RSHE

- RSHE is taught throughout our wider spiral PSHCE programme (to include Citizenship). Each year, lessons are delivered via teaching staff that are age and need appropriate in accordance with the DofE PSHE White Paper.
- Lessons are created that are age specific and set out ground rules for each session. While all students take part in activities, there is no expectation to share thoughts and ideas with the class unless the student wants to. There is, however, use of collaborative learning techniques so all students have an opportunity to speak with other classmates and write down their responses.

- Sex Education is taught once a year, towards the middle of each PSHCE cycle. This is also delivered at the same time for each year group to ensure all pastoral or safeguarding concerns are addressed.

RSHE is taught within the personal, social, health, citizenship and economic (PSHE) education curriculum. Biological aspects of RSHE are taught within the science curriculum, and other aspects are included in religious education (RE).

Our RSHE curriculum focuses on the following areas:

- The biology of reproduction.
- Safe sex including STIs.
- Personal hygiene.
- Positive and unsafe relationships.
- Consent
- Sexploitation and personal safety

For more information about our RSHE curriculum, see Appendices 1 and 2.

Across our secondary academies, RSHE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

For more information about our RSHE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of young people based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Across our Trust, we will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

Across our specialist academies, we are committed to delivering a Relationships, Sex and Health Education (RSHE) curriculum that is carefully adapted to meet the diverse needs of our young people. We recognise that our learners have a wide range of abilities and developmental stages, and as such, we ensure that RSHE is delivered in a way that is age-appropriate, stage-appropriate, and sensitive to individual needs. Where necessary, reactive lessons are also delivered to ensure the curriculum is up to date and addressing real-time concerns students may have. This includes content on social media, relationship trends and possible new dangers arising from technology enhancements.

This personalised approach enables all young people to access meaningful learning that supports their personal development, emotional wellbeing, and understanding of healthy relationships. By tailoring our curriculum in this way, we aim to provide a safe and inclusive learning environment where every young person can engage with the RSHE content confidently and respectfully.

6.2 Inclusivity

Our academies will teach about these topics in a manner that:

- Considers how a diverse range of young people will relate to them
- Is sensitive to all young people's experiences
- During lessons, makes young people feel safe and supported
- Able to engage with the key messages

They will also:

- Make sure that young people learn about these topics in an environment that's appropriate for them, for example in:
 - A whole class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats
- Give careful consideration to the level of differentiation needed

6.2 Use of resources

Our academies will consider whether any resources they plan to use:

- Are aligned with the teaching requirements set out in the statutory RSHE guidance
- Would support young people in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our young people
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to young people's experiences and won't provoke distress

7. Use of external organisations and materials

Across our Trust, we will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

We remain responsible for what is said to young people. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Our academies **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSHE is balanced, and it and the resources they intend to use:
- Are age-appropriate
- Are in line with young people's developmental stage
- Comply with:
 - This policy
 - The [Teachers' Standards](#)
 - The [Equality Act 2010](#)
 - The [Human Rights Act 1998](#)
 - The [Education Act 1996](#)

- Only work with external agencies where they have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to the academy, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Share any external materials with parents and carers

Our academies **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

8. Roles and responsibilities

8.1 The board of trustees

The Trust board has delegated the approval of this policy to resources committee who approve the RSHE policy and hold the headteacher to account for its implementation through the local governing body.

8.2 Local governing bodies

Local governing bodies are responsible for supporting the implementation of the policy at their school and reporting issues to the Education Director if they occur.

8.3 The headteacher

The headteacher is responsible for ensuring that RSHE is taught consistently across their school, for making sure that resources and materials are shared with parents and carers, and for managing requests to withdraw pupils from non-statutory components of RSHE (see section 9).

8.4 Staff

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual young people
- Responding appropriately to young people whose parents/carers wish them to be withdrawn from the non-statutory components of RSHE

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

At HLC, all staff are expected to deliver RSHE within our PSHCE curriculum which is taught twice per week through our tutor programme. The subject leader is Pete Checkley.

8.5 Young People

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

9. Parents' right to withdraw

For primary-aged pupils, parents/carers do not have the right to withdraw their children from relationships education.

Parents/carers have the right to withdraw their children from the non-statutory components of sex education within RSHE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher of the academy.

Alternative work will be given to pupils who are withdrawn from sex education.

For secondary-aged students, parents/carers have the right to withdraw their children from the non-statutory components of sex education within RSHE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the academy will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher of the academy.

A copy of withdrawal requests will be placed in the young person's educational record. The headteacher will discuss the request with parents/carers and take appropriate action.

Alternative work will be given to young people who are withdrawn from sex education.

10. Training

Staff are trained on the delivery of RSHE which is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the academy, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSHE.

11. Monitoring arrangements

The delivery of RSHE at HLC is monitored by Mr Pete Checkley, PSHCE Subject Leader through the Quality of Education Quality Assurance Learning Walks and Work Scrutiny.

Pupils' development in RSHE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the Trust's Director of Education every 3 years. At every review, the policy will be approved by the resources committee

Appendix 1: Curriculum map

Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 7	Spring 1	Puberty, body changes, personal hygiene, relationships.	Curriculum prepared by PSHCE team.
Year 8	Spring 1	Introduction to sexuality, positive/negative relationships and consent. Contraception exploration, sharing of inappropriate images and sexting.	Curriculum prepared by PSHCE team.
Year 9	Spring 1	Healthy relationships and consent. STIs, sexting & pornography. Teen pregnancies.	Curriculum prepared by PSHCE team.
Year 10	Spring 1	RSE including positive and negative relationships, harassment, consent, marriage types, revenge pornography.	Curriculum prepared by PSHCE team.
Year 11	Autumn 2	Sexuality, body shaming, consent, rape, stalking, relationship abuse.	Curriculum prepared by PSHCE team.

Appendix 2: By the end of secondary phase (age 11-16) school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"> • That there are different types of committed, stable relationships • How these relationships might contribute to human happiness and their importance for bringing up children • What marriage is, including their legal status, e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony • Why marriage is an important relationship choice for many couples and why it must be freely entered into • The characteristics and legal status of other types of long-term relationships • The roles and responsibilities of parents/carers with respect to raising of children, including the characteristics of successful parenting • How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed
Respectful relationships, including friendships	<ul style="list-style-type: none"> • The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship • Practical steps they can take in a range of different contexts to improve or support respectful relationships • How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice) • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help • That some types of behaviour within relationships are criminal, including violent behaviour and coercive control • What constitutes sexual harassment and sexual violence and why these are always unacceptable • The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal

TOPIC	PUPILS SHOULD KNOW
Online and media	<ul style="list-style-type: none"> • Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them • What to do and where to get support to report material or manage issues online • The impact of viewing harmful content • That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail • How information and data is generated, collected, shared and used online
Being safe	<ul style="list-style-type: none"> • The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships • How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)

TOPIC	PUPILS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> • How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship • That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others • That they have a choice to delay sex or to enjoy intimacy without sex • The facts about the full range of contraceptive choices, efficacy and options available • The facts around pregnancy including miscarriage • That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help) • How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing • About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment • How the use of alcohol and drugs can lead to risky sexual behaviour • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

Appendix 3: Parent/carer form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Class	
Name of parent/carer		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE ACADEMY	
Agreed actions from discussion with parents/carers	