

Trinity
Academy
St Peter's



Policy:	Relationships, Sex and Health Education
Date of review:	July 2024
Date of next review:	July 2026
Lead professional:	Principal
Status:	Statutory

1. Purpose of Policy and Guiding Principles

1.1 Beliefs and Vision

The academy believes that Relationships, Sex, and Health Education (RSHE) is a lifelong learning process centred on moral, emotional, and social development. The teaching of RSHE nurtures an understanding of relationships, friendships, and family structures, emphasising stability, respect, and care. It also develops children's ability to recognise the features of healthy relationships and gain a greater understanding of online safety and privacy.

RSHE is age-appropriate and avoids promoting sexual orientation or activity. Instead, it aims to educate children on sex, sexuality, and health in a balanced and inclusive way.

1.2 Inclusivity and Equality

In line with the Equality Act 2010, teaching must be accessible to all, including lesbian, gay, bisexual, and transgender (LGBT) pupils and those with special educational needs and disabilities (SEND). Inclusive RSHE fosters good relations between pupils, actively tackles prejudice (including homophobia), and promotes understanding, respect, and tolerance.

1.3 Wellbeing and Safeguarding

RSHE will address emotional and mental wellbeing, teaching pupils how friendships contribute to their overall wellbeing. Moreover, pupils will gain knowledge about identifying and reporting different forms of abuse, ensuring a strong focus on boundaries, privacy, and recognising their rights over their own bodies.

2. Links with Other Policies or Legislation

2.1 Legal and Statutory Context

This policy aligns with the following statutory requirements and guidance:

- DfE Guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019) issued under Sections 34 and 35 of the Children and Social Work Act 2017.
- The Education Act 1996 (Sections 403 and 405) regarding sex education provision and parental rights to withdraw.
- The Equality Act (2010), ensuring inclusive education.
- National Curriculum requirements for Science, Physical Education (PE), and Computing.

2.2 PSHE and Wider Curriculum Integration

RSHE is a part of the PSHE curriculum, Science, and PE. Content aligns with:

- Statutory Science curriculum (e.g., external body parts, puberty, reproductive processes).
- The PSHE framework to address mental health, internet safety, and being safe.
- Computing curriculum, focusing on online safety, privacy, and responsible technology use.

3. Aims and Objectives of RSHE

3.1 Relationship Education

Aim:

To provide pupils with the fundamental building blocks for understanding and sustaining positive relationships in various contexts, including friendships, family life, and interactions with peers and adults.

Objectives: Include five key areas as outlined in the DfE's 2019 statutory guidance:

- *Families and People Who Care for Me*
- *Caring Friendships*
- *Respectful Relationships*
- *Online Relationships*
- *Being Safe*

3.2 Health and Wellbeing

Aim:

To develop an understanding of how physical health and mental wellbeing work together.

Pupils will learn to manage and maintain both through exercise, diet, sleep, mindfulness, and support networks.

4. Delivery and Continuity

4.1 Curriculum Design

RSHE topics are part of a carefully planned programme, ensuring progression from the Early Years up to Year 6. Topics are integrated across the PSHE curriculum, Science, and pastoral activities, ensuring consistent and developmental learning.

4.2 Teaching and Methodology

- Delivered by trained teachers using age-appropriate resources.
- Includes assemblies, PSHE lessons, and Science sessions.
- Clear alignment with Early Years Foundation Stage (EYFS) learning to build continuity.

5. Values and Framework

5.1 Key Principles

- Sessions are supportive, inclusive, and tailored to pupils' needs.
- Use of factual, balanced resources where pupils can examine their own attitudes, reflect on moral considerations, and discuss the importance of family, respect, and equality.
- Sensitivity to religious, cultural, and gender-specific needs while adhering to statutory requirements.

5.2 Moral Dimensions and Parental Guidance

- The delivery takes into account religious principles and parental guidance, promoting the value of family life.
- Teachers respect that some children may already have preconceived attitudes shaped by family and culture.

6. Information to Parents

6.1 Parental Engagement

Parents will receive programme information through newsletters, workshops, and meetings. They are encouraged to engage in reviewing resources to ensure transparency.

6.2 Right to Withdraw

Under Section 405 of the Education Act 1996, parents have the right to withdraw their children from Sex Education (not part of the Science curriculum). Requests are addressed by the Principal and involve discussions to clarify the nature and purpose of the content. Relationship and Health Education is statutory, and withdrawal is not permissible for this content.

7. Support for Staff and Pupils

- **Training for Staff:** Regular CPD and bespoke training for teachers who deliver RSHE.
- **Pastoral Support for Pupils:** Access to pastoral staff and external agencies for guidance on sensitive issues.
- **External Expertise:** Use of qualified health professionals and PSHE specialists to supplement teaching as appropriate.

8. Grouping Arrangements

- Sessions are mostly delivered in mixed-gender and mixed-ability classes.
- Single-gender groupings may be arranged for specific topics, such as puberty and menstruation, for sensitivity purposes.

9. Role of Health Professionals

External health professionals may support RSHE delivery in line with school plans. Their involvement is pre-agreed and aligned with the aims of RSHE lessons.

10. Parental Requests

10.1 Viewing Materials

Parents can request to view RSHE materials, which will be made available according to Freedom of Information Act (2000) timelines. A reasonable fee may be charged for copies.

10.2 Handling Withdrawals

If a withdrawal request is approved, alternative learning arrangements will be made to ensure the child's education is not disrupted or diminished.

11. Monitoring and Evaluation

RSHE policy effectiveness is reviewed through the following:

- Pupil and teacher feedback after lessons.
- Regular reviews by the Senior Leadership Group (SLG) and PSHE lead.
- Annual evaluation of policy and practice to reflect legislative changes and evolving pupil needs.

12. Roles and Responsibilities

12.1 Leadership and Oversight

The Principal oversees RSHE curriculum planning, resource development, and delivery.

Liaison with subject leaders, the Designated Safeguarding Lead (DSL), and SLG ensures alignment across the academy.

12.2 Role of Pupils in Feedback

Pupil voice is gathered regularly to shape lesson plans and resource development. Lessons are adapted to reflect feedback and emerging pupil needs.