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Relationships, Sex, and Health Education (RSHE) Policy

Rationale and Ethos

At All Saints, our topmost priority is that every child feels safe and happy, and we work tirelessly to ensure this is the case through our RSE, PSHE and Wellbeing curriculum. We want our children to have the tools necessary to navigate the complexities of life in the 21st Century and we want to empower them to make careful choices now and in the future around their health, safety, wellbeing, relationships and financial matters. Through our PSHE programmes, it is our hope that every All Saints citizen becomes confident, active and well-rounded member of society.

Aims

The aims of relationships, sex, and health education (RSHE) at our school are to:

- Promote the spiritual, moral, cultural, mental, and physical development of students at the school and of society.
- Prepare students for the opportunities, responsibilities, and experiences of later life.
- Provide knowledge and information which is inclusive and meets the needs of all our students (and their families) including those with protected characteristics.
- Create a positive culture around issues of self-esteem and confidence, relationships and sexuality ensuring gender and LGBT+ equality.
- Help students develop and understand their feelings, behaviours, and emotions and those of others so they can lead fulfilling and enjoyable lives.
- Provide students with the right tools to enable them to seek information and support (both within and outside school) should they need it.
- Help students to develop skills (language, decision making, choice, assertiveness), promoting ambition and aspiration to make the most of their abilities whilst coping with the influences of their peers and the media.
- Recognise and respect themselves and others, the views of others, backgrounds, cultures, values, and experiences.
- Develop skills for a healthier, safer lifestyle to allow them to respect and care for their bodies and be prepared for changes through puberty and adulthood.
- Teach students the correct vocabulary to describe themselves and their bodies, supporting students to keep themselves safe.
- Teach sex education as part of a wider social, personal, and moral education.
- Ensure all students understand reproduction, human sexuality, and sexual health.
- Provide a framework in which sensitive discussions can take place.

Policy development

This policy has been developed in consultation with staff, ACC members, students, and parents/carers and has been approved by the Executive Education Team.

The policy will be reviewed every two years or sooner if there is a need to respond to any amendments made to the DfE statutory guidance for Relationships, Sex, and Health Education.

Staff, ACC members, students, and parents/carers will be consulted every time the policy is reviewed and will be invited to share feedback via email.

All feedback will be considered and will help to inform future revisions to the policy and curriculum.

Statutory Requirements

As a primary academy school, we must provide relationship education to all pupils as per section 34 of the [Children and Social work act 2017](#), and relationships and health education in line with the [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education DfE Statutory Guidance](#) (Updated September 2021). Please click on the link to access a copy of the statutory guidance. Sex education is not statutory in primary schools.

In teaching RSHE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in sections 403, 407, and 407 of the [Education Act 1996](#). We also have regard to legal duties set out in

- 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.

Sex Education (non-statutory)

Statutory

Currently, the National Curriculum states that the following statutory subject areas be taught through science and relationships/health education:

The main body parts (including external genitalia).

The human body as it grows from birth to old age (including foetal development and puberty).

Reproduction in some plants and animals.

Non-Statutory

Following consultation with staff, ACC members, parents/carers, and students, we have chosen to include the following non-statutory element of sex education within our curriculum.

Our sex education curriculum complements the statutory components of the Science Curriculum (reproduction in humans – to include learning about the structure and function of the male and female reproductive systems, sexual intercourse, fertilisation, gestation, and birth) and ensures students have the awareness and knowledge they need to keep themselves safe. Information with regard what we cover and when is shared with families ahead of the lessons being delivered.

Parents/carers have a right to withdraw their children from sex education within the relationships, sex, and health education curriculum; for more information see the 'Right to Withdraw' section within this policy. Parents/carers do not have the right to withdraw their children from the statutory elements of the science curriculum related to sex education or from health education which includes a focus on puberty.

Legislation and supporting guidance.

We used the following legislation and guidance to inform the development of this policy. Click on the hyperlink below to view the document.

- Education Act 1996
- [Learning and Skills Act \(2000\)](#)
- [Children and Social Work Act 2017](#)
- [Keeping Children Safe in Education](#)
- [Equality Act 2010](#)
- [SEND Code of Practice 0 - 25 years \(statutory guidance\)](#)
- [Mental Health and Behaviour in Schools \(advice for Schools\)](#)
- [Preventing and Tackling Bullying \(advice for schools, including advice on cyberbullying\)](#)
- [Promoting Fundamental British Values as part of SMSC in schools](#)

Cross-reference can be made to other Anthem policies to avoid any unnecessary repetition.

These include but are not exclusive of:

- PSHE and Citizenship
- Confidentiality
- Safeguarding
- Behaviour and Discipline
- Anti-bullying
- Drug and Alcohol

Roles and Responsibilities

The Education Executive Team – will approve the RSHE policy and hold the Headteacher to account for its implementation.

The Trustees – Ultimately have responsibility for the policy.

The Headteacher - is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw students from (non-statutory/non-science) components of RSHE. (See right to withdraw).

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress

- Evaluating the effectiveness of the curriculum
- Reporting progress to parents
- Responding to the needs of individual students

Responding appropriately to students whose parents wish them to be withdrawn from the [non-statutory/non-science] components of RSHE by notifying them when sex education is going to be taught and providing alternative lessons for the student where necessary.

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 or PSHE lead.

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

Ongoing training and support is offered to all staff.

Curriculum

RSHE is taught within the personal, social, health and economic (PSHE) education curriculum. RSHE is explicitly taught as a timetabled subject in our school. Key learning in RSHE is also addressed through cross-curricular links in other subjects e.g., I.T. literacy, P.E. and R.E. Teachers will deliver the RSHE curriculum in a way that allows students to explore varying viewpoints by ensuring that information is unbiased and impartial.

Our RSHE curriculum is set out as per Appendix 1.

This will be reviewed every two years; amendments may be made following feedback from staff, governors, parents/carers, and students or due to changes in statutory guidance.

Our curriculum covers all objectives within the DfE statutory guidance for relationships and health education. The DfE statutory guidance document can be viewed here: [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education DfE Statutory Guidance](#) (Updated September 2021).

RSHE focuses on giving students the information they need to help them develop healthy, nurturing relationships of all kinds including:

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

For more information about our RSHE curriculum, see Appendix 1

We have carefully planned our curriculum to meet the needs of students in our school. We will regularly review and make adaptations to the curriculum to ensure we continue to meet the diverse and ever-changing needs of our students, or in response to local or global events. You will notice that our RSHE curriculum is a spiral curriculum (key concepts are revisited throughout the curriculum with deepening layers of complexity as students move through the school). We have purposefully designed our RSHE

curriculum in this way so that our students can embed their learning of the most important aspects of the curriculum and have dedicated time to practice key skills linked to these very important key concepts. We involve students in their learning by using active learning methods and these include role play, scenarios, discussions, debates and problem-solving.

Inclusivity and Equality

All schools have a duty under the Equality Act (2010) to ensure that no child is disadvantaged because of their protected characteristic which includes: age, gender, race, disability, religion and belief, sexual orientation, gender reassignment, marriage, and civil partnership.

The DfE guidance states that *“at the point at which schools consider it appropriate to teach their pupils about LGBT, they should ensure that this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a standalone unit or lesson.”*

Children are offered a wide range of books which cover topics relating to the LGBT community. Assemblies cover, ‘And Tango makes three’, and ‘Olive the dog who was really a frog.’ Singing assemblies include LGBT musicians of the month. Our history curriculum covers changing Britain which includes lessons on LGBT rights.

Every student can see themselves reflected in the curriculum content, the resources, and the school environment. We work hard to ensure that all families in our school community feel valued and diversity is celebrated.

The RSHE curriculum and resources may be adapted and differentiated to meet the specific needs of students with special educational needs (SEND) and learning may be scaffolded to ensure all lessons are inclusive. Teachers will seek specialist advice from the SENCO when required.

Creating a Safe Learning Environment

We create safe learning environments at All Saints and achieve this through living through our values of Love, Respect and Forgiveness as well as completing class contracts at the beginning of each year.

Teachers will use distancing techniques; these may include drama, roleplay, scenarios, and use of video clips. Distancing techniques put a space between a difficult subject and an individual student so that the question does not become, ‘what do you think?’ but ‘what might they think?’ instead. It enables tricky questions to be answered and supports students to debate and disagree without anyone feeling personally compromised.

All staff teaching RSHE know that they can access support from the RSHE Lead, SENCO, and Safeguarding Lead if they are faced with difficult questions from students, upcoming topics that may be triggering for some students, questions about how to ensure lessons are fully inclusive or following a safeguarding disclosure.

Safeguarding

Teachers 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 of a child protection issue. All staff are aware of

the school safeguarding procedures; and this procedure will be followed in the case of a student making a disclosure or any member of staff/school visitor raising any concerns about student welfare.

Teachers delivering RSHE regularly check with the Safeguarding Lead whether there are any students in the class that are more vulnerable, or likely to be more affected by the lesson content. The Safeguarding Lead may give the teacher advice or provide additional support to the student as appropriate. This may include a student accessing the lesson content on a 1:1 rather than whole-class basis.

Any visitors delivering RSHE will be made aware of the safeguarding procedures and are expected to report any concerns to the appropriate member of staff.

Visitors/external agencies which support the delivery of RSHE will be required to ensure that any speakers, tools, and resources used comply with this policy.

We will ensure that we only work with visitors/external agencies where we have full confidence in the agency/visitor, its approach and the resources used.

We will ensure:

- We are clear about what the visitors/agency are going to say.
- We are clear on their position on issues to be discussed.
- All resources to be used within the session have been checked and agreed by the RSHE Lead

We will:

- Ensure that a teacher always remains in the session with the visitor/agency.
- Remind teachers that it is their responsibility to stop a session if any element of the session does not meet with the school RSHE policy.

Parents and Carers

We recognise the importance of working in close partnership with parents/carers to deliver safe and effective relationships, sex and health education. Parents/carers were consulted during the development of this policy.

The policy is available via the school website and is available to parents on request.

- We will notify parents and carers when RSHE will be taught
- Planning is sent home to families
- **Parents/carers will be able to share feedback when this policy is reviewed via email**

Right to Withdraw

Parents do not have the right to withdraw their children from relationships or health education (which includes a focus on puberty). There are elements of sex education included within the statutory Science Curriculum. Parents/Carers do not have the right to withdraw their children from the statutory elements of the science curriculum related to sex education.

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

Requests for withdrawal should in the first instance be directed to the Headteacher. An informal meeting will be set up to discuss parent/carer concerns. In the instance of a parent/carer deciding to withdraw their child from sex education, advice will be offered to support parents/carers to enable them

to have positive conversations about sex education at home when they feel the time is right. An alternative plan for the student's time when the teacher is delivering sex education will also be agreed. This may include alternative work being given to a student to complete during this time or temporarily joining and taking part in learning within a different class group. Parents/carers will be asked to complete a *Request to Withdraw* form which will be held on the students' file to ensure all teachers know that the student does not take part in sex education lessons unless the form is removed at a later date with parent/carer permission.

Use of resources

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSHE guidance.
- Are aligned with our school ethos and values.
- Would support students in applying their knowledge in different contexts and settings.
- Are age-appropriate, given the age, developmental stage and background of our students.
- Reflect diversity to include the 9 protected characteristics.
- Are unbiased and balanced in their presentation.
- 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 students' experiences and won't provoke distress.
- Resources and lesson plans are adapted and differentiated for students with SEND.
- Resources are reviewed and updated regularly to ensure they are current.

Evaluation, Monitoring and Assessment for Learning

The delivery of RSHE in our school is monitored through our monitoring schedule.

Assessment of student learning includes formative and summative assessment; this assessment will inform future curriculum planning and delivery.

Review

This policy will be reviewed by the Trust every two years unless statutory changes, or feedback from consultation suggests otherwise. At every review, the policy will be approved by the Education Executive Team

- Appendix 1 – curriculum documents
- **Appendix 2 – parent/carer form withdrawal from sex education**

Appendix 2: Curriculum documents

[ASJS x Kapow.pdf](#)

Appendix 2: Parent/carer form - withdrawal from sex education within RSHE

This form should be completed by a parent/carer if, following a discussion with the headteacher, they wish to withdraw their child from the non-statutory sex-education element of RSHE.

To be completed by parents/carers			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent/carer signature			

To be completed by the school	
Agreed actions from discussion with parents	<p><i>Include notes from discussions with parents and agreed actions taken.</i></p> <p><i>e.g. Joe Bloggs will be taking part in all relationship's lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom.</i></p>