Respect Collaboration Trust

Relationships, Sex and Health Education Policy

Approved By	Chief Executive Officer	**Date:**	18/09/2026
Author	Director of Education	**Date:**	08/09/2025
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Joint Negotiating Council (JNC) consultation (where applicable)	N/A		N/A
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1. Statement of Intent

At Respect Collaboration Trust, we understand the importance of educating pupils about relationships, sex and health so that they can make responsible and well-informed decisions in their lives.

The teaching of RSHE can help to prepare pupils for the opportunities, responsibilities and experiences of adult life. It allows us to promote the spiritual, moral, social, cultural, mental and physical development of pupils at school and in the wider society.

We have an obligation to provide pupils with high-quality, well-evidenced and age-appropriate teaching of these subjects. This policy outlines the Trust-wide principles for RSHE and explains how schools will organise, deliver, monitor and review provision through their local curriculum documentation.

Each school is responsible for developing a context-specific RSHE Protocol that reflects its community, ethos, and pupil needs.

2. Legal Framework

This policy is informed by:

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- DfE ‘National curriculum in England: science programmes of study’
- DfE ‘Relationships and Sex Education (RSE) and Health Education’
- DfE ‘Teaching about relationships, sex and health’
- DfE ‘Keeping children safe in education’

This policy operates in conjunction with the following school policies:

- Behaviour Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Online Safety Policy
- Equality, Equity, Diversity and Inclusion Policy
- Anti-bullying Policy
- Safeguarding Policy
- Acceptable Use Agreement for Pupils

3. Definitions and Terminology

For the purpose of this policy: RSHE is used as an umbrella term to describe the Trust's approach to Relationships Education, Relationships and Sex Education, and Health Education.
Relationships Education is compulsory for all pupils receiving primary education.
Relationships and Sex Education (RSE) is compulsory for all pupils receiving secondary education.
Health Education is compulsory in all state-funded schools, including academies, special schools and alternative provision.
Where the term RSE is used, it refers specifically to Relationships and Sex Education for secondary-aged pupils, including teaching about healthy relationships, human sexuality, sexual health and intimate relationships, delivered in an age-appropriate and inclusive way.

The RSHE curriculum will be planned and delivered in a way that:

- Reflects the age, stage of development, needs and circumstances of pupils.
- Builds knowledge and skills progressively over time.
- Is inclusive, accessible and appropriately adapted for pupils with SEND.
- Reflects current safeguarding risks and emerging issues.
- Promotes respect, equality, wellbeing and personal safety.
- Is informed by pupil voice, parental engagement and relevant statutory guidance.

The curriculum will be delivered through a planned programme of learning and may be supplemented through themed events, assemblies, enrichment activities, external speakers and pastoral support where appropriate. Each school will set out its curriculum model and content within its local RSE Protocol or curriculum implementation document

4. Roles and Responsibilities

The Trust Board will:

- Ensure that the Trust complies with its statutory duties relating to Relationships Education, Relationships and Sex Education (RSE) and Health Education.
- Seek assurance that RSHE is being delivered effectively, lawfully and consistently across all schools.
- Ensure that appropriate resources, training and support are available to schools.
- Monitor the effectiveness of RSHE through reports, quality assurance activities and safeguarding oversight.
- Ensure that the Trust fulfils its duties under the Equality Act 2010 and relevant safeguarding legislation.

The Director of Education will:

- Lead the strategic development of RSHE across the Trust.

- Ensure that curriculum provision reflects statutory requirements and current national guidance.
- Support Headteachers in the implementation, monitoring and evaluation of RSHE.
- Coordinate Trust-wide quality assurance, curriculum review and monitoring activities.
- Promote consistency of approach whilst recognising the individual context and needs of each school.
- Identify, develop and share effective practice across the Trust.
- Monitor the impact of RSHE on pupils' personal development, wellbeing and readiness for adult life.

The Director of Safeguarding, Attendance and Behaviour will:

- Ensure that RSHE is aligned with the Trust's safeguarding strategy and statutory safeguarding responsibilities.
- Advise schools on safeguarding themes and emerging risks that should be reflected within RSHE provision.
- Support schools in responding appropriately to disclosures and safeguarding concerns arising from RSHE lessons.
- Monitor safeguarding trends across the Trust and advise on curriculum developments where appropriate.
- Contribute to staff training and professional development relating to the safeguarding aspects of RSHE.
- Quality assure the effectiveness of RSHE in promoting pupil safety, wellbeing and resilience.

Headteachers will:

- Ensure that RSHE is delivered in accordance with statutory requirements, this policy and the school's local RSHE protocol.
- Ensure that the curriculum reflects the age, developmental stage, needs and context of pupils.
- Ensure that parents and carers are consulted and informed in line with statutory requirements.
- Ensure that staff are appropriately trained and supported.
- Monitor the quality and impact of provision within their school.
- Ensure that safeguarding procedures are followed where concerns or disclosures arise.
- Ensure there is adequate time on the school timetable to deliver RSHE as a statutory curriculum subject.
- Ensure that information relating to RSHE is published and accessible to parents and carers.
- Review and determine requests from parents to withdraw pupils from some or all of the sex education delivered as part of statutory RSE, in line with statutory guidance.
- Ensure withdrawn pupils receive appropriate, purposeful education during the period of withdrawal

The DSL will:

- Support staff in managing safeguarding concerns arising from RSHE.
- Provide advice and guidance regarding disclosures and pupil welfare concerns.
- Ensure that safeguarding themes identified through safeguarding monitoring and pupil voice inform RSHE provision where appropriate.
- Work alongside curriculum leaders to ensure that RSHE contributes to safeguarding, wellbeing and personal safety.

The RSHE subject leader will be responsible for:

- Overseeing the delivery of RSHE.
- Working closely with colleagues in related curriculum areas to ensure the RSHE curriculum complements, and does not duplicate, the content covered in other curriculum subjects.
- Ensuring the curriculum is age- and stage-appropriate, inclusive, and high-quality.
- Reviewing changes to the RSHE curriculum and advising on their implementation.
- Monitoring the learning and teaching of RSHE, providing support to staff where necessary.
- Ensuring the continuity and progression between each year group.
- Helping to develop colleagues' expertise in the subject.
- Ensuring teachers are provided with adequate resources to support teaching of the curriculum.
- Ensuring the school meets its statutory requirements in relation to RSHE.
- Leading staff meetings and ensuring all members of staff involved in the curriculum have received the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring the correct standards are met for recording and assessing pupil performance.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the headteacher

Staff delivering RSHE will:

- Deliver lessons in a professional, inclusive and age-appropriate manner.
- Create a safe and respectful learning environment.
- Follow agreed curriculum plans and school procedures.
- Encourage respectful discussion whilst promoting the school's values.
- Respond to safeguarding concerns in accordance with Trust and school procedures.
- Undertake relevant training and professional development.

Whilst the Trust sets the strategic framework for RSHE, responsibility for the day-to-day planning, delivery and monitoring of the curriculum rests with each Headteacher and their designated staff.

5. Inclusive and Accessible Delivery

Equality and Inclusion

The school will comply with relevant requirements of the Equality Act 2010, including the Public sector equality duty when teaching RSHE.

The school will ensure topics in RSHE are taught in a way which does not discriminate against pupils or amount to harassment.

Pupils will understand the importance of equality and respect, and learn about the law relating to the protected characteristics by the end of their secondary education.

Religion and belief

RSHE in the school will be delivered sensitively, taking account of the religious backgrounds of pupils and ensuring compliance with the Equality Act 2010, including recognising religion or belief as a protected characteristic.

Where topics are contentious, the school will support balanced discussion and debate, and will be clear when teaching reflects religious belief rather than statutory guidance or wider factual content.

Pupils with SEND

The school will develop and deliver RSHE in a way that is accessible for pupils with SEND and will support them to prepare for adulthood, in line with the SEND Code of Practice (0 to 25 years).

The school will recognise that pupils with SEND may be more vulnerable than their peers to harmful sexual behaviour, sexual abuse, exploitation and violence, bullying and other related risks. RSHE will therefore be particularly important for these pupils, including those with social, emotional and mental health needs or learning disabilities, and teaching will be planned to provide appropriate support, safeguarding, and opportunities to build understanding and confidence.

LGBTQ+ content

The school will teach LGBTQ+ topics as part of a broad and inclusive RSHE curriculum which promotes equality, respect and dignity for all. Pupils will learn about protected characteristics, including sexual orientation and gender reassignment, and will be supported to understand different types of healthy, stable relationships, including same-sex relationships, in an integrated and age-appropriate way

6. Curriculum Organisational Content

Primary (Relationships Education and Health Education)

The Primary curriculum will provide pupils with the knowledge, understanding and skills needed to build positive relationships, keep themselves safe and support their physical and emotional wellbeing. Teaching will be delivered in an age-appropriate, inclusive and sensitive manner, recognising the diverse experiences and needs of pupils. Lessons will create opportunities for discussion, reflection and questioning within a safe and supportive environment.

Primary Relationships Education will focus on developing pupils' understanding of healthy, respectful relationships, including friendships, family relationships and relationships with trusted adults. Pupils will learn about kindness, respect, empathy, inclusion, consent, personal boundaries and the importance of seeking help when needed. Teaching will help pupils recognise and value different family structures and relationships whilst promoting respect for others**.**

The curriculum will also support pupils to understand how to manage emotions, develop resilience, communicate effectively and build positive relationships both online and offline. Pupils will learn how to recognise unhealthy behaviours, bullying and peer pressure, and will develop strategies to respond appropriately and seek support.

As part of Health Education, pupils will learn about physical health, mental wellbeing, personal hygiene, healthy lifestyles, online wellbeing and the changes associated with growing up. Teaching will prepare pupils for puberty in a timely and age-appropriate way, ensuring that all pupils understand the physical and emotional changes they may experience.

The school will teach pupils the knowledge they need to recognise and report abuse and neglect. Through age-appropriate learning, pupils will develop an understanding of privacy, bodily autonomy, personal boundaries and the concept that they have rights over their own bodies. This will include learning about appropriate and inappropriate contact, trusted adults, secrets, consent and how to seek help if they feel unsafe.

Primary pupils will also be taught how to stay safe in a range of contexts, including online environments, public spaces and their local community. Teaching will develop pupils' understanding of online safety, digital relationships, personal information, and emerging risks associated with technology and social media.

The Primary curriculum provides the foundations upon which Secondary Relationships and Sex Education is built, ensuring that pupils progress to the next stage of their education with the knowledge, confidence and skills needed to develop healthy, safe and respectful relationships throughout their lives

All primary pupils must be taught Relationships Education and Health Education. Sex education in primary schools remains non-statutory, but schools may choose to teach it in an age-appropriate way**.**

The curriculum must include:

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Online safety and awareness
- Being safe (including recognising and reporting abuse)
- General Wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco

- Health and prevention
- Personal safety
- Basic first aid
- Developing bodies

Teaching will recognise that families take many forms and will promote respect for all pupils and families, in line with the Equality Act 2010 and statutory guidance.

Schools must ensure greater transparency with parents/carers about curriculum content and resources and provide clear procedures for parental access to materials.

Secondary

The Secondary curriculum will provide knowledge about safer sex and sexual health and that it is important to ensure that pupils are equipped to make safe, informed and healthy choices as they progress through adult life. This will be delivered in a non-judgmental, factual way and allow the pupils to ask questions in a safe environment. Teachers may use approaches such as distancing techniques, setting ground rules with the class to help manage sensitive discussion and using question boxes to allow pupils to raise issues anonymously.

Secondary RSE teaching will provide a clear progression from what is taught to pupils in primary school. It will build on the foundations of relationships education and, as pupils grow up, at the appropriate time extend to teaching to include intimate relationships.

Pupils will be taught the facts about the law, sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way. All pupils will be offered a curriculum which is relevant to them and their developing sexuality. The curriculum will recognise that pupils may be discovering or understanding their sexual orientation or gender identity.

Grooming, sexual exploitation and domestic abuse, including coercive and controlling behaviour, will also be addressed sensitively and clearly, along with physical and emotional damage caused by female genital mutilation (FGM).

The school will teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. This will be delivered by focusing on boundaries and privacy, ensuring pupils understand that they have rights over their bodies. This will also include an understanding on boundaries in friendships with peers, families and with others, in all contexts, including online.

Secondary (Relationships. Sex and Health Education)

All secondary pupils must be taught Relationships and Sex Education (RSE) and Health Education.

The curriculum must include:

- Families and relationships (including marriage and civil partnerships)
- Respectful relationships, including friendships and consent
- Online and media safety (including image-sharing, online pressure, privacy, and critical thinking about online wellbeing)

- Being safe (including sexual harassment, sexual violence, and exploitation)
- Intimate and sexual relationships, including sexual health
- Wellbeing online
- Physical health and fitness
- Healthy eating
- Drugs, alcohol, tobacco and vaping
- Health protection and prevention, and understanding the healthcare system
- Personal safety
- Basic First aid

Teaching must be inclusive and sensitive to the needs of all pupils, including those with SEND and from diverse backgrounds.

The Law

It is important for pupils to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. The school curriculum will include teaching pupils about a range of important facts, including, but not limited to, the rules regarding personal information, pictures, videos and other material using technology. This will help pupils to identify what is right and wrong in law, but it can also be useful in providing a good foundation of knowledge for deeper discussion about all types of relationships.

Pupils will be made aware of the relevant legal provisions when relevant topics are being taught, including but not limited to:

- Marriage, including forced marriage and civil partnerships
- Consent, including the age of consent
- Domestic abuse, stalking, rape, sexual offences, FGM, 'virginity testing' and hymenoplasty
- Sexual abuse, harassment and exploitation, including public sexual harassment and harmful sexual behaviour.
- The Online Safety Act.
- Online behaviours including image and information sharing, "sexting," youth-produced sexual imagery, nudes, etc, including AI-generated sexual imagery and deepfakes.
- Pornography
- Abortion
- Protected characteristics – age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation
- Alcohol, smoking, vaping and nicotine products and illicit drug use
- Gambling
- Carrying knives and weapons
- Extremism and radicalisation
- Grooming or exploiting children into criminal activity, which can include gang involvement and county lines drug running
- Hate crimes
- The age of criminal responsibility

- Medical consent, Gillick competence and parental responsibility

Post-16 (Sixth Form and Further Education)

Where appropriate, Post-16 pupils will continue to access Relationships, Sex and Health Education that supports their transition into adulthood. Provision will reflect the age, stage of development, prior experiences and individual needs of learners. The curriculum will help pupils to develop the knowledge, confidence and skills needed to maintain healthy relationships, make informed decisions, manage their wellbeing, understand personal safety and access support when required.

Recognising that some learners may have experienced disrupted education or may not previously have accessed a comprehensive RSE curriculum, schools may revisit, reinforce or introduce key areas of learning as appropriate. Teaching may include topics such as consent, healthy relationships, sexual health, online safety, independence, preparation for adulthood and accessing healthcare and wider support services.

Curriculum links

The school seeks opportunities to draw links between RSHE and other curriculum subjects wherever possible to enhance pupils' learning. RSHE will be linked to the following subjects in particular:

- Science – pupils learn about the main external parts of the body and changes to the body as it grows from birth to old age, including puberty.
- Computing and ICT – pupils learn about e-safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support.
- PE – pupils explore various physical activities, are physically active for sustained periods of time, engage in competitive sport and understand how exercise can lead to healthier lifestyles.
- Citizenship – pupils learn about the requirements of the law, their responsibilities and the possible consequences of their actions.
- PSHE – pupils learn about respect and difference, values and characteristics of individuals.

7. Teaching Approaches and Managing Questions

The school will ensure that staff delivering RSHE will feel confident and supported to lead lessons and respond appropriately to pupils' questions.

The school will recognise that where a member of staff does not feel confident leading discussion, this may affect pupils' engagement and learning.

The school will provide regular professional development to support effective delivery of RSHE, including training on confidentiality, establishing ground rules, handling sensitive or controversial issues, and responding to awkward or difficult questions.

Pupils may ask questions that go beyond the RSHE curriculum content covered by the school, or that relate to sex education from which they have been withdrawn. In these situations, the school will ensure that staff will respond in a way that supports the pupil and maintains an appropriate learning environment. Where staff feel a question is not suitable to address in class, they may defer it and seek advice from the RSHE subject leader or the safeguarding lead.

Where appropriate, pupils may be encouraged to speak with their parents/carers or a trusted adult, and the school will signpost to internal or external support services when needed. The school will recognise that unanswered questions may lead pupils to seek information from unreliable or inappropriate sources, including online, and will ensure that staff will receive guidance and training on how to handle such situations safely and sensitively.

8. Safeguarding and Confidentiality

If a pupil asks a question or makes a comment that raises a safeguarding concern, the school will respond in line with its Safeguarding Policy. Staff will not promise confidentiality and will explain, where appropriate, that they may need to share information with the DSL in order to keep the pupil safe. Any concern, disclosure or indication that a pupil may be at risk of harm (including sexual abuse, exploitation, harmful sexual behaviour, or self-harm) will be reported to the DSL without delay and recorded in accordance with the school's safeguarding policy. Staff will follow the school's child protection and safeguarding procedures at all times.

9. Addressing sexual harassment and sexual violence

The school will address sexual harassment and sexual violence through a planned RSHE curriculum that promotes kindness, care and respect in all relationships and makes clear that harmful behaviour is never acceptable.

Teaching will emphasise boundaries, consent, respectful communication and awareness of power dynamics, while supporting pupils to recognise risk, seek help and report concerns.

The school will ensure learning is accessible for all pupils, including those with SEND who may be more vulnerable to abuse, exploitation or bullying, and will use safeguarding procedures and sensitive teaching approaches to create a safe and supportive environment for discussion.

10. Working with parents

The school understands that parents' role in the development of their children's understanding about relationships, sex and health is vital and will, therefore, take proactive steps to ensure parents are aware of what is being taught and why it is important for wellbeing and safety. This will include providing parents with frequent opportunities to understand and ask questions about the school's approach to RSHE.

The school will consult closely with parents when reviewing the content of the school's RSHE curriculum and give them regular opportunities to voice their opinions and concerns. The school will use the views of parents to inform decisions made

about the curriculum content and delivery; however, parents will not be granted a 'veto' on curriculum content, and all final decisions will be the school's to make.

When in consultation with parents, the school will provide:

- The curriculum content, including what will be taught and when.
- A representative sample of the resources the school intends to use to deliver the curriculum.
- Information about parents' right to withdraw their child from some or all of the sex education delivered as part of statutory RSE up to and until three terms before the child turns 16.

The school will ensure that parents are able to view all curriculum materials used to teach RSHE on request. The school will respond positively to reasonable requests from parents to see lesson resources, particularly where content may be considered sensitive.

The school will make this policy available to parents, carers and others. A copy will be provided free of charge on request and the policy will be published on the school website.

The school will ensure that any materials delivered by external providers are shared with the school in advance and available for parents to view on request. The school will not enter into contractual agreements that prevent the school from sharing RSHE materials with parents.

The school will remain aware that the teaching of some aspects of the curriculum may be of concern to parents. If parents have concerns regarding RSHE, they will contact the school office.

11. Right to Withdraw

Parents and carers have the right to request that their child is withdrawn from some or all of the sex education delivered as part of statutory RSE, but they do not have the right to withdraw their child from Relationships Education, Health Education or content taught as part of the science curriculum. Requests should be made to the Headteacher, who will manage the request in line with statutory guidance. Where a pupil is withdrawn, the school will ensure that they receive appropriate, purposeful education during the period of withdrawal.

12. Working with external agencies

Working with external agencies may be used to enhance the school's delivery of RSHE and bring in specialist knowledge and different ways of engaging pupils. External experts may be invited to assist from time-to-time with the delivery of the RSHE curriculum but will be expected to comply with the provisions of this policy.

When working with external agencies, the school will ensure:

- A staff member is present throughout these lessons.
- All resources used by guest speakers are available to parents to view prior to lesson delivery.

- The lesson the external expert has planned fits with the school's planned curriculum and this policy.
- The expert's credentials are checked before they are able to participate in delivery of the curriculum, in line with the Visiting Speakers Policy.
- The expert's lesson plan is age-appropriate and accessible for the pupils.
- That the materials the expert intends to use, as well the lesson plan, meet all pupils' needs, including those with SEND.
- That procedures for confidentiality are in place; this includes ensuring that the expert understands how safeguarding reports should be dealt with in line with the Safeguarding Policy.
- The school will use visitors to enhance teaching by an appropriate member of teaching staff, not to replace teaching by those staff.
- All resources used by guest speakers will be available to parents to view prior to lesson delivery.

13. School-Level Implementation

Each school will maintain a local RSHE Protocol or curriculum implementation document which:

- Aligns with this Trust-wide policy and the school's ethos, context and pupil population.
- Sets out how Relationships Education, RSE and Health Education are delivered within the curriculum.
- Identifies how provision is adapted to meet the needs of pupils, including those with SEND.
- Explains how safeguarding, confidentiality and the management of disclosures are addressed within teaching.
- Details arrangements for parental engagement and communication.
- Outlines the statutory right of parents to request withdrawal from sex education and the school's procedures for managing such requests.
- Identifies curriculum resources, external agencies and quality assurance arrangements, where appropriate.
- Is made available to staff, pupils and parents/carers.
- Is reviewed regularly and updated as required to reflect changes in statutory guidance, safeguarding priorities and pupil need.

14. Monitoring and Evaluation

The Trust will:

- Review and support school-level protocols and delivery
- Provide CPD and support to ensure high-quality provision.

15. Review

The policy and school-level curriculum documentation will be reviewed annually using feedback from pupils, parents/carers, staff, safeguarding information and quality assurance activity.

16. References

Relationships and sex education (RSE) and health education

17. GDPR

Data will be processed to be in line with our requirements and protections set out in the UK General Data Protection Regulation, Data Protection Act as amended by the Data (Use and Access) Act 2025.