Trinity Academy Akroydon

Policy:	Relationships, Sex and Health Education
Date of review:	July 2026
Date of next review:	July 2028
Lead professional:	E. Johnson, Assistant 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. Pupils will learn about protected characteristics and respect for differences. It provides pupils with an understanding and acceptance of all families at the academy including, same-sex parents, foster and/or adoptive families, kinship care and single-parent families.

1.3 Wellbeing

RSHE will address emotional and mental wellbeing, teaching pupils how relationships contribute to their overall wellbeing.

1.4 Safeguarding

RSHE plays a vital preventative safeguarding role. Pupils are taught how to recognise risks, including online harms, exploitation, coercion and harmful influences. All teaching reflects a whole-school safeguarding approach.

If a pupil makes a disclosure during RSHE lessons, staff will follow the school's safeguarding procedures. Pupils are made aware that confidentiality cannot always be maintained and concerns will be passed to the Designated Safeguarding Lead (DSL).

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 (2025) 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.
- Children and Social Work Act 2017
- The Equality Act (2010), ensuring inclusive education.
- Keeping Children Safe in Education (KCSIE)
- 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, Computing, 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.
- PE curriculum, understanding positive physical and mental health through exercise and physical activity.

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. Pupils will be given the tools to identify and manage peer pressure and given the opportunity to make informed decisions based on the knowledge gained.

Objectives: Include five key areas as outlined in the DfE's 2025 statutory guidance**:**

- *Families and people who care for me*
- *Caring friendships*
- *Respectful, kind relationships*
- *Online safety and awareness including; AI risks; online influences and toxic content; scams, fraud and financial exploitation; gaming risks and monetisation; digital consent and image sharing.*
- *Being safe*

3.2 Health and Wellbeing

Aim:

To enable pupils to make good decisions about their own health and wellbeing, to understand the links between physical and mental health, to recognise when things are not right in their own health or the health of others and to know where to seek support. It encourages pupils in developing emotional regulation skills, enabling them to recognise, understand, and manage their feelings in a healthy and appropriate way.

Objectives: Include these key areas as outlined in the DfE's 2025 statutory guidance**:**

- *General wellbeing including, grief and loss, loneliness and emotional resilience.*
- *Wellbeing online*
- *Physical health and fitness*
- *Healthy eating*
- *Drug, alcohol, tobacco and vaping*
- *Health protection and prevention*
- *Personal safety including; road safety, rail safety, water safety, public space safety*
- *Basic first aid*
- *Developing bodies*

3.3 Safeguarding

Aim*:*

Play a key preventative safeguarding role including online, addressing risks such as:

- Giving and not giving consent
- Misogyny
- Violence against women and girls (VAWG)
- Harmful sexual behaviours
- Influence of pornography
- Coercion and exploitation
- Abuse
- Online scams, financial exploitation and spending risks in gaming

The curriculum ensures that all statutory Relationships and Health Education outcomes are fully covered but the end of primary school.

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, Computing and pastoral activities, ensuring consistent and developmental learning.

4.2 Teaching and Methodology

- Delivered by trained teachers using age-appropriate resources and language. Teachers can manage sensitive questions and avoid using 'shock tactics'.
- Resources and content are age-appropriate and adapted for SEND learners i.e. through adapted resources, pre-teaching or visual aids.
- Learning environments are safe.
- Includes assemblies
- Clear alignment with Early Years Foundation Stage (EYFS) learning to build continuity.

- Pupils learning is both knowledge and skill based which is assessed through discussion, observation and pupil voice. Knowledge assessments also take place termly.

5. Values and Framework

5.1 Key Principles

- Sessions are supportive, inclusive, and tailored to pupils' needs. They are relevant and responsive to individual children and key stages in life.
- 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.
- A whole school approach. The RSHE curriculum is supported by other school polices, including behaviour and safeguarding policies.

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. All curriculum coverage can be found on the school website and any changes to this will be communicated with parents. They are encouraged to engage in reviewing resources and the consultation process of any policy reviews 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 RSHE- specific training for teachers who deliver RSHE. Safeguarding updates are shared with staff supporting with the delivery and ensuring RSHE lessons are contextual and current.
- **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 and school policy. Teachers remain

responsible for the teaching of RSHE and work with closely with the additional professionals. All relevant safeguarding checks are in place.

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

The policy has been updated in preparation for the September 2026 statutory implementation along with the curriculum adapted accordingly.

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 Assistant Principal (PSHE Lead) oversees RSHE curriculum planning, resource development, and delivery. Liaison with subject leaders, the Designated Safeguarding Lead (DSL), SLG and governors 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.