



# Relationships and Sex Education (RSE) and Health Education Policy

Name of policy	Relationships and Sex Education (RSE) and Health Education Policy (RSHE)
Date approved	November 2021
Date reviewed	November 2023
Date to be reviewed	November 2025

## **Understanding What is Taught**

For details on what secondary schools are required to cover in the RSHE curriculum, please refer to pages 27-30 of the DfE guidance [here](#). Trinity Academy covers everything set out in the statutory guidelines. For curriculum content that addresses sex, rather than relationships and health, parents have a right to withdraw their children. There are more details below, or you can refer to the DfE guidance on page 17 [here](#). We encourage dialogue between parents, students and the school before any decision about withdrawal is made.

## **Introduction**

At Trinity Academy, we are aware that children and young people are growing up in an increasingly complex world and living their lives seamlessly both on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way - Head, Heart and Soul.

Trinity Academy is committed to treating everybody equally and respecting differences. We recognise the breadth of human diversity and are committed to providing an RSHE policy that values this diversity. We want to help young people to develop healthy, nurturing and respectful relationships of all kinds, not just intimate relationships. Our work here should enable them to know what a healthy relationship looks like and what makes a good friend, colleague and a successful marriage, civil partnership or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not apply pressure). It should teach what is acceptable and unacceptable behaviour in relationships. This will help our students to understand the positive effects that good relationships have on their mental wellbeing, identity when relationships are not right and understand how such situations can be managed.

Our young people will also understand what constitutes sexual harassment and violence according to the law of the UK.

Our approach to RSHE will provide a clear progression from what is taught in primary Relationship Education. We build upon this foundation and, as pupils grow up, at the appropriate time extend teaching to include intimate relationships. In so doing, students should have the opportunity to express themselves within a trusted and safe environment. They need to be able to articulate their thoughts, doubts and anxieties, in order that they can build the skills necessary to make responsible decisions, communicate effectively and develop healthy and appropriate relationships.

The governing body will regularly review this policy and associated procedures, to ensure its continuing appropriateness and equity. The review will take place in consultation with the students, staff and parents.

## **Principles**

This policy is based on the following principles:

- A need to clarify the statutory requirements of sex and relationship education and health education to all teachers, parents, carers and students.

- Ensure the curriculum is taught sensitively and inclusively, with respect to the backgrounds and beliefs of students and parents.
- To provide a framework in which sensitive discussions can take place.
- To ensure that students have accurate, objective and appropriate information.
- To create a positive culture around issues of sexuality and relationships.
- To help students to develop feelings of self-respect, confidence and empathy.
- To enable students to understand the impact of external factors, such as the media, internet, peer pressure and remain independent decision makers.
- To develop an understanding, for all students, of healthy relationships, acceptable behaviour and the right of everyone to equal treatment.
- To contribute to our mission, by helping students to become successful and happy adults who are agents for positive change in their communities.

This policy statement is designed to be complementary to, and supportive of, the role of parents/carers in the education of their children about relationships, sex and health. It recognises that the prime responsibility for bringing up children rests with parents and carers.

### **Statutory requirements**

- Relationships Education, Relationships and Sex Education and Health Education (England) Regulations, 2019 made under sections 34 and 35 of the Children and Social Work Act, 2017 make Relationship and Sex Education (RSE) compulsory for all students receiving secondary education. The regulations also make Health Education compulsory in Academies.
- In teaching RSHE, we are required by our funding agreements to have regard to the guidance issued by the secretary of state, as outlined in section 403 of the Education Act 1996.
- The Equality Act 2010 details some of the key provisions for the delivery of education and a duty for public bodies, such as Trinity Academy, to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relationships between different groups (Public Sector Equality Duty). There are three key elements:
  - Eliminate discrimination and other conduct that is prohibited by the Act.
  - Advance equality of opportunity between people who share a protected characteristic (age, sex, race, disability, religion, belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation) and people who do not share it.
  - Foster good relationships across all characteristics - between people who share a protected characteristic and people who do not share it.

### **Policy development**

The Trinity policy is developed with support of colleagues in the Trust, as well as parent/carer, staff, student and governor consultation. This process precedes annual ratification.

### **Delivery of Relationships, Sex and Health Education (RSHE)**

- The delivery of this guidance must be delivered in the context of a broad and balanced curriculum.

- Delivery of the curriculum must be high quality and age appropriate.
- Parents/carers have the right to request that their child be withdrawn from some or all of the non-science curriculum sex education, delivered as part of statutory RSHE.
- Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to students, in a carefully sequenced way, within a planned programme of learning.
- RSHE is generally taught within the Pastoral Curriculum (this covers personal, social, health and economic education - PSHE). Biological aspects of RHSE are usually taught within the science curriculum and other aspects are included in the Religion, Ethics and Philosophy (REP) curriculum.
- The RSHE curriculum at Trinity Academy will be delivered by teachers at the academy, supported by non-teaching staff and could involve sessions delivered by external agencies.

### **Religion and belief**

In developing this policy and delivering the RSHE curriculum. Trinity Academy is committed to:

- Developing a good understanding of students' faith backgrounds.
- Establishing positive relationships between school and local faith communities to help to create a constructive context for the teaching and learning of these subjects.
- Complying with the relevant provisions of the Equality Act 2010, under which religion or belief are amongst the protected characteristics.
- Ensuring that teaching should reflect the law (including the Equality Act 2010) as it applies to relationships, so that young people clearly understand what the law allows and does not allow, and the wider legal implications of decisions they may make.

### **Students with SEND**

- Relationships Education, Sex Education and Health Education must be accessible for all students. This is particularly important when planning teaching for students with special educational needs and disabilities, who represent a significant minority of students at Trinity.
- High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility.
- Adults should be aware that some students are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. RSHE can also be particularly important for some students; for example those with Social, Emotional and Mental Health needs or learning disabilities. Such factors should be taken into consideration in designing and teaching these subjects.
- For some SEND students, there may be a need to tailor content and teaching to meet the specific needs of students at different developmental stages. As with all teaching of these subjects, Trinity Academy will ensure that teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law.

### **Lesbian, Gay, Bisexual and Transgender (LGBT)**

In teaching RSHE, Trinity Academy will ensure that the needs of all students are appropriately met and that all students understand the importance of equality and respect. In addition:

- The Academy will ensure that all teaching is sensitive and age appropriate in approach and content.
- Teaching students about LGBT should be through fully integrated programmes of study for this area of the curriculum, rather than as a stand alone unit or lesson.
- Trinity Academy expects all students to have been taught LGBT content at a timely point as part of this area of the curriculum.

## **Roles and Responsibilities**

### **The Trust**

The Trustees will:

- monitor the implementation of policies across all Academies within the Trust;
- monitor student progress to ensure that students achieve expected educational outcomes;
- ensure that Academies are resourced, staffed and timetabled in such a way that the Trust fulfills its legal obligation.

### **The Local Governing Body (LGB)**

The LGB will approve the RSHE policy and hold the Headteacher to account for its implementation. This includes checks to ensure that:

- all students achieve expected educational outcomes;
- the subjects are well led, effectively managed and well planned;
- the quality of provision is subject to regular and effective self-evaluation;
- teaching is delivered in a ways that are accessible to all students with SEND;
- clear information is provided to parents on the subject content and the right to request that their child is withdrawn; and,
- the subjects are resourced, staffed and timetabled in such a way that the Academy fulfills its legal obligation.

### **Headteacher**

The Headteacher is responsible for ensuring that RSHE is taught consistently and skillfully across the school. Furthermore they ensure that:

- all staff are informed of the policy and the responsibilities included within the policy
- teaching is delivered in a ways that are accessible to all students with SEND;
- the Academy works with parents/carers when planning and delivering RSHE to pupils;
- clear information is provided to parents on the subject content and the right to request that their child is withdrawn; and,
- the subjects are resourced, staffed and timetabled in such a way that the Academy fulfills its legal obligation.

### **Staff**

Staff are responsible for:

- Delivering RSHE in a sensitive way, so that both staff and students can work together in a supportive environment in which all members can speak with confidence and without fear of embarrassment or anxiety.
- Modelling positive attitudes to RSHE, emphasising the importance and understanding of personal relationships and the right of the individual to make informed choices.
- Monitoring students progress.
- Responding to the needs of individual students.
- Responding appropriately to students whose parents wish them to be withdrawn from the (non-science) 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.

### **Students**

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

### **Parents and Carers**

The role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

All parents/carers will be:

- given every opportunity to understand the purpose and content of RSHE;
- encouraged to participate in the development of RSHE;
- able to discuss any concerns directly with the Academy.

### **Withdrawal**

There is no right to withdraw from Relationship Education or Health Education. However, parents have the right to request that their child be withdrawn from some or all of the non-science curriculum sex education delivered as part of statutory RSHE.

- Requests for withdrawal should be put in writing and addressed to the Headteacher.
- A copy of withdrawal requests will be placed on the student's educational record.
- The Headteacher will discuss the request with parents and, as appropriate, with the student to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. Also to explain the detrimental effects that withdrawal might have on the student.
- Once these discussions have taken place, except in exceptional circumstances, the Academy should respect the parents' request to withdraw the student, up to three terms before the student turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the academy should make arrangements to provide the student with sex education during one of those terms.
- If a student is excused from sex education, it is the Academy's responsibility to ensure that the student receives appropriate, purposeful education during the period of withdrawal.

### **Safeguarding**

At the heart of these subjects there is a focus on keeping children safe, and schools can play an important role in preventative education. Keeping Children Safe in Education (KCSIE) sets out that all schools and colleges should ensure children are taught about safeguarding, including how to stay safe online, as part of a broad and balanced curriculum.

Good practice allows children an open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports. Children should be made aware of how to raise their concerns or make a report and how any report will be handled. This should include processes when they have a concern about a friend or peer.

Staff should never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child. See the Trinity Safeguarding Policy.

### **Training**

Staff will require training to ensure that they feel confident to deliver RSHE. Where this involves external agencies, their credentials will be checked and any materials used as part of delivery must be approved by the Academy in advance of the session.

### **Monitoring arrangements**

The delivery of RSHE is monitored by the Headteacher and senior colleagues. Monitoring could include planning scrutinies, conversations with teachers and students as well as learning walks as part of Quality Assurance cycles.

This policy will be reviewed regularly. At every review, the policy will be approved by the LGB.

### **Policies Linked to Relationships and Sex Education (RSE) and Health Education Policy (RSHE)**

- Exclusion policy
- Safeguarding and child protection policy
- Anti-bullying policy
- Behaviour management policy
- Equalities Objectives