



**Aletheia**  
Academies Trust

# **Relationships, Sex and Health Education (RSHE/RSE) Policy**

**September 2026**

|                      |                   |
|----------------------|-------------------|
| Company Number:      | 07801612          |
| Approved By:         | Board of Trustees |
| Policy Type:         | Statutory         |
| Date of Next Review: | September 2029    |
| Review Period:       | Three Years       |

# Contents

|                                                          |    |
|----------------------------------------------------------|----|
| What is Relationships, Sex and Health Education?.....    | 4  |
| Aims and Objectives.....                                 | 5  |
| Statutory RSHE Content (DfE 2026 Requirements).....      | 5  |
| Relationships Education.....                             | 11 |
| Organisation of RSHE.....                                | 13 |
| The Role of Parents.....                                 | 14 |
| Right to be Excused from Sex Education.....              | 15 |
| Answering Difficult Questions and Sensitive Issues ..... | 17 |
| Supporting resources.....                                | 18 |
| Links with other policies.....                           | 19 |
| Staff training.....                                      | 19 |
| Monitoring and Evaluation .....                          | 20 |

## 1. Rationale

- 1.1 All schools within the Trust are underpinned by their own distinctive values, which shape their approach to education and pupil wellbeing. In our Church of England schools, Relationships, Sex and Health Education (RSHE) is delivered within the context of the school's Christian vision and values, ensuring that teaching reflects the principles and teachings of the Church of England. We will approach this aspect of our responsibility in a spirit of openness, co-operation and compassion. Every child within our Trust is cared for, valued and loved – it is our aim that all children feel and know this. We also recognise, as detailed below, the vital role of parents as children's first educators and will seek to support them as much as possible.
- 1.2 This policy has been developed in line with our Public Sector Equality Duty. We will ensure that at all times we will seek to promote equal opportunities and good relations, avoiding discrimination against anyone for reasons of age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). Appropriate action will be taken in cases of harassment and discrimination. Church of England Schools also give special attention and regard to the Valuing All God's Children guidance which is produced by the Church of England Education Office. This policy also aligns with our approach to pupils' spiritual, moral, social and cultural development (SMSC).
- 1.3 Trust officers, school leaders, staff, parents, governors and trustees have worked together to agree this policy for Relationships, Sex and Health Education, in line with requirements of the National Curriculum and Department for Education guidance. The Trust will review this policy following any significant change to statutory guidance or safeguarding expectations. Schools will continue to consult pupils, parents, staff,

governors and trustees as part of future reviews to ensure the curriculum remains relevant, appropriate and responsive to local needs.

- 1.4 In delivering RSHE, the Trust recognises the critical role the curriculum plays in safeguarding children and young people. Teaching will explicitly address contemporary risks, including harmful sexual behaviours, the influence of pornography, online exploitation, coercion, misogyny and gender stereotyping.
- 1.5 Pupils will be supported to develop the knowledge, skills and confidence to recognise unsafe situations, challenge harmful behaviours and seek help. RSHE is closely aligned with the Trust's safeguarding and child protection procedures, including Keeping Children Safe in Education (KCSIE), and staff are trained to respond appropriately to any disclosures or concerns arising from RSHE lessons.

## **2. What is Relationships, Sex and Health Education?**

2. RSHE involves learning about moral, physical and emotional development. It aims to teach children about the importance of stable, loving, family relationships, respect and care, and about changes and choices they will face in the future.

## **3. Statutory RSHE Content (DfE 2026 Requirements)**

- 3.1 This policy reflects the statutory requirements set out in the Department for Education Relationships, Sex and Health Education guidance (2026).
- 3.2 In primary schools, Relationships Education and Health Education are statutory. Sex Education is non-statutory, although elements are taught

through the Science curriculum. In secondary schools, Relationships, Sex and Health Education is statutory.

- 3.3 The Trust ensures that all statutory content is delivered through a carefully planned and sequenced curriculum, which is age-appropriate and developmentally appropriate for all pupils. Content is mapped to statutory expectations and delivered through PSHE, Science and other relevant curriculum areas.
- 3.4 Schools within the Trust will ensure that all pupils are taught the knowledge and skills required to:
- build and maintain healthy, respectful relationships
  - understand the importance of consent and personal boundaries
  - keep themselves safe, including online
  - understand physical and mental health and wellbeing
  - make informed choices about relationships and sexual health
- 3.5 Curriculum plans are regularly reviewed to ensure ongoing compliance with statutory requirements and to reflect emerging safeguarding risks and societal changes.
- 3.6 Curriculum planning will be informed by local safeguarding intelligence, pupil need, behaviour trends, attendance information, child protection concerns and national safeguarding priorities to ensure teaching remains relevant and proportionate.

## 4. Aims and Objectives

- 4.1 We believe that Relationships and Sex Education (RSE) should be delivered as an integral part of the curriculum across the school and not in isolation,

taken out of context or over-emphasised. Our programme is delivered with continuity throughout the school and is for all our children, including those with physical, emotional or learning difficulties.

- 4.2 Our programmes recognise that there are many different kinds of families and relationships, and helps children to gain information and know where they can access support, presenting information in a factual, balanced and age-appropriate way, whilst recognising that families and relationships take many lawful forms. We recognise the particular needs of pupils who are adopted or fostered. We also acknowledge and support those who may be considered young carers, appreciating that roles and responsibilities within families vary from one family to the next.
- 4.3 RSHE should be treated as a positive experience for young people to understand and be in control of their own sexuality, recognising the importance of consent at all times to protect themselves and others. We feel that children have a right to be made aware of the changes that are taking place in their bodies.
- 4.4 RSHE should teach children:
- To develop their own moral values and individual conscience
  - The importance of stable and loving relationships within a family
  - The value of care and respect for themselves and others
  - To make informed decisions without prejudice, based on an understanding of difference
  - To manage their own emotions and avoid conflict
  - To be prepared for puberty and adulthood
  - To help gain access to information and support
  - To develop skills for a healthier, safer lifestyle
  - To develop and use communication and assertiveness skills, to cope with the influences of their peers and the media
- 4.5 These values and skills are explored throughout the whole school programme of Personal, Social and Health Education which focuses strongly

on emotional literacy. We also seek to provide relevant and appropriate guidance, particularly when safeguarding updates are provided, to help children keep themselves safe and informed, in order to protect themselves from harm and from engaging in inappropriate behaviour, including behaviour online.

- 4.6 The Trust ensures that teaching about consent is carefully sequenced and age-appropriate. Pupils are supported to develop an understanding of personal boundaries, respect and permission, progressing from early concepts of personal space and autonomy in primary education to a clear understanding of legal and ethical consent in secondary education. Teaching will emphasise that consent must always be freely given, can be withdrawn at any time and cannot be assumed
- 4.7 The Trust recognises the importance of adapting RSHE to meet the needs of all pupils, including those with special educational needs and disabilities (SEND). Teaching will be appropriately differentiated to ensure accessibility, using a range of strategies such as visual supports, adapted resources and small group work where appropriate.
- 4.8 A trauma-informed approach will be taken where necessary, recognising that some pupils may have experienced adverse or sensitive life experiences. Staff will ensure that teaching is delivered in a safe, supportive and inclusive environment. Staff will recognise that some pupils may choose not to participate in class discussion and alternative methods of engagement may be provided where appropriate.

The following guidance from the [Church of England Education Office's Charter for faith sensitive and inclusive Relationships Education, Relationships and Sex](#)

Education (RSE) and Health Education (RSHE) is outlined for all Church of England schools but is relevant for all our Trust schools.

In AAT schools we seek to provide Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE), which will enable all pupils to flourish.

**We commit:**

1. **To work in partnership with parents and carers.** This will involve dialogue with parents and carers through all stages of policy development as well as discussing the resources used to teach their children and how they can contribute at home. It must, however, be recognised that the law specifies that what is taught and how it is taught is ultimately a decision for the school.
2. **That RSHE will be delivered professionally and as an identifiable part of Personal Social and Health Education (PSHE).** It will be led, resourced and reported to parents in the same way as any other subject. There will be a planned programme delivered in a carefully sequenced way. Staff will receive regular training in RSHE and PSHE. Any expert visitors or trainers invited into the school to enhance and supplement the programme will be expected to respect the school's published policy for RSHE.
3. **That RSHE will be delivered in a way that affords dignity and shows respect to all who make up our diverse community.** It will not discriminate against any of the protected characteristics in the Equality Act and will be sensitive to the faith and beliefs of those in the wider school community. RSHE will seek to explain fairly the tenets and varying interpretations of religious communities on matters of sex and relationships and teach these viewpoints with respect. It will value the importance of faithfulness as the underpinning and backdrop for relationships. It will encourage pupils to develop the skills needed to disagree without being disagreeable, to appreciate the lived experience of other people and to live well together.
4. **That RSHE will seek to build resilience in our pupils to help them form healthy relationships, to keep themselves safe and resist the harmful influence of pornography in all its forms.** It will give pupils opportunities to reflect on values and influences including their peers, the media, the internet, faith and culture that may have shaped their attitudes to gender, relationships and sex. It will promote the development of the wisdom and skills our pupils need to make their own informed decisions.

5. **That RSHE will promote healthy resilient relationships set in the context of character and virtue development.** It will reflect the vision and associated values of the school, promote reverence for the gift of human sexuality and encourage relationships that are hopeful and aspirational. Based on the school's values it will seek to develop character within a moral framework based on virtues such as honesty, integrity, self-control, courage, humility, kindness, forgiveness, generosity and a sense of justice but does not seek to teach only one moral position.
6. **That RSHE will be based on honest and medically accurate information from reliable sources of information, including about the law and legal rights.** It will distinguish between different types of knowledge and opinions so that pupils can learn about their bodies and sexual and reproductive health as appropriate to their age and maturity.
7. **To take a particular care to meet the individual needs of all pupils including those with special needs and disabilities.** It will ensure that lessons and any resources used will be accessible and sensitive to the learning needs of the individual child. We acknowledge the potential vulnerability of pupils who have special needs and disabilities (SEND) and recognise the possibilities and rights of SEND pupils to high quality relationships and sex education.
8. **To seek pupils' views about RSHE so that the teaching can be made relevant to their lives.** It will discuss real life issues relating to the age and stage of pupils, including friendships, families, faith, consent, relationship abuse, exploitation and safe relationships online. This will be carefully targeted and age appropriate based on a teacher judgment about pupil readiness for this information in consultation with parents and carers.

## 5. Content of RSHE

- 5.1 The majority of relationships and health education is delivered through PSHE lessons, through collective worship and wider aspects of the national curriculum. This applies across the whole Trust, including the Foundation Stage.

5.2 We follow the national curriculum for Science which incorporates the following – there is no right of withdrawal from the Science curriculum.

5.3 Early Years Foundation Stage - Understanding the World (Nursery and Reception):

- Children talk about past and present events in their own lives and in the lives of family members.
- They know that other children do not always enjoy the same things, and are sensitive to this.
- They know about similarities and differences between themselves and others, and among families, communities and traditions.

5.4 Key Stage 1 Science - children will learn about the human body and that animals and humans grow, change and reproduce. The Key Stage 1 Science National Curriculum indicates that pupils should be taught to:

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- explore and compare the differences between things that are living, dead, and things that have never been alive.
- identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.
- notice that animals, including humans, have offspring which grow into adults.
- find out about and describe the basic needs of animals, including humans, for survival (water, food and air).
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

5.5 Key Stage 2 Science – children will learn more about the body, what humans need for growth and development and extend their understanding of reproduction. The Key Stage 2 Science National Curriculum indicates that pupils should be taught to:

- identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.
- identify that humans and some other animals have skeletons and muscles for support, protection and movement.

- describe the simple functions of the basic parts of the digestive system in humans.
- identify the different types of teeth in humans and their simple functions.
- construct and interpret a variety of food chains, identifying producers, predators and prey.
- describe the life process of reproduction in some plants and animals.
- describe the changes as humans develop to old age.
- identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.
- describe the ways in which nutrients and water are transported within animals, including humans.
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

## 6. Relationships Education

- 6.1 Teaching about consent is developed progressively across the key stages:
- In early years and Key Stage 1, pupils learn about personal space, asking permission and respecting others.
  - In Key Stage 2, pupils develop an understanding of bodily autonomy, boundaries and the importance of respecting others' choices.
  - In Key Stages 3–5, pupils are taught about legal definitions of consent, including capacity, coercion, and the impact of pressure, both offline and online.
- 6.2 This progression ensures that pupils are equipped with the knowledge and skills to form safe, respectful and healthy relationships.

### Safe Classroom Practice

- 6.3 The Trust is committed to ensuring that Relationships, Sex and Health Education (RSHE) is delivered within a safe, respectful and inclusive learning environment where all pupils feel valued and able to participate appropriately. At the beginning of RSHE lessons, teachers will establish and

reinforce clear ground rules to promote respectful discussion, confidentiality within appropriate safeguarding boundaries, and consideration for the views and experiences of others. Pupils will never be expected to disclose personal experiences or participate in discussions that make them feel uncomfortable.

- 6.4 Teaching will be age-appropriate, evidence-informed and delivered in a factual, balanced and sensitive manner. Staff will use professional judgement when responding to pupils' questions, ensuring that answers are appropriate to the age and maturity of the class and consistent with the planned curriculum. Where questions fall outside the scope of the lesson or relate to safeguarding concerns, pupils will be signposted to appropriate sources of support and, where necessary, concerns will be managed in accordance with the Trust's safeguarding and child protection procedures.
- 6.5 Teachers will recognise that some pupils may find aspects of RSHE sensitive due to their personal experiences, family circumstances, faith or cultural background. Teaching will therefore be delivered using a trauma-informed and inclusive approach, providing appropriate support where required while ensuring that all pupils receive the statutory curriculum in a manner that promotes dignity, respect and emotional wellbeing.

### **Sex Education**

- 6.6 We deliver a sex education programme that is in keeping with our values and objectives identified above, as well as completely satisfying government requirements. Our programmes are designed to help children stay safe and to live in accordance with their own values. We aim to give parents confidence in the programme that children receive and in supporting them at home.
- 6.7 Programmes are tailored appropriately according to the age and the physical and emotional maturity of the pupils. It is always delivered in a way that is sensitive and supportive, catering for a range of different backgrounds,

knowledge and needs. It ensures that pupils are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science – how a baby is conceived and born. We see this as important preparation for their transition to secondary school and for life beyond school.

- 6.8 The RSE guidance sets out curriculum content at different key stages. Details regarding primary education can be found on pages 8-10 and pages 21-25. Details for secondary education can be found on pages 13-19 and pages 27-31.

## 7. Organisation of RSHE

- 7.1 The formulation of this policy is seen as a Trust-wide responsibility, in close consultation with our schools, their staff and parents. There will always be local consultation and tailoring of the policy where required and following discussion with the Trust. Each academy has a designated person to lead the co-ordination of RSHE as an integral part of the curriculum offer. It is delivered by class teachers, school leaders and other support staff, in line with expertise. RSHE will be delivered by all teachers as part of the PSHE programme. Teachers delivering RSHE will have received appropriate training and support to deliver the curriculum confidently and accurately. The school may also invite other professionals, such as a school nurse to be part of the delivery of sex education where appropriate.
- 7.2 Resources will be reviewed regularly to ensure they remain accurate, evidence-informed and consistent with statutory guidance.
- 7.3 Schools across the Trust use a blend of resources including Jigsaw and SEAL to support them in the delivery, coverage and progression for RSHE across

their own settings. Schools may supplement these schemes where necessary to ensure statutory content is fully covered and reflects emerging safeguarding risks.

## 8. The Role of Parents

- 8.1 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. We therefore wish to build a positive and supporting relationship with the parents, through mutual understanding, trust and cooperation.
- 8.2 The Trust is committed to proactive and transparent engagement with parents and carers in relation to RSHE. Schools will provide opportunities for parents to understand the curriculum through information sessions, curriculum overviews and access to teaching resources where appropriate.
- 8.3 Parents will be informed in advance of key aspects of the RSHE curriculum and will be given opportunities to ask questions and provide feedback. This partnership approach supports consistency between school and home and ensures that parents are well-informed about the content and purpose of RSHE.
- 8.4 Schools will make reasonable efforts to accommodate parents who wish to discuss particular aspects of the curriculum individually with senior leaders.
- 8.5 While schools will take account of parental views, the Trust recognises its statutory responsibility to deliver RSHE in line with national guidance and in the best interests of pupils.

8.6 To promote this objective, we:

- Inform parents about the school's sex education policy and teaching programme.
- Answer any questions that parents may have about the sex education of their child.
- Take seriously any issue that parents raise with teachers or governors about this policy, about the arrangements for sex education in the school and any specific issues that may affect a child in this regard.
- Use the thoughts of parents to help review this policy over time.
- Inform parents about the best practice known with regard to sex education, so that the teaching in school supports the key messages that parents and carers give to children at home.

8.7 We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing bodies and their increasing responsibilities.

8.8 Resources used in schools will be available for parents to view on request so that they can be better informed and support their children appropriately at home where necessary.

## 9. Right to be Excused from Sex Education

9.1 There is no right to withdraw from Relationships Education or Health Education, nor from the Science Curriculum.

9.2 Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Before granting any such request, the Headteacher will discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. We will document this process to ensure a record is kept.

- 9.3 In considering any request to withdraw a pupil from sex education, the school will take into account the age, maturity and understanding of the pupil.
- 9.4 The Headteacher will ensure that the views of the pupil are considered, particularly in secondary education.
- 9.5 The Headteacher will discuss with parents the benefits of receiving this important education and any detrimental effects that non-participation might have on the child. This could include any social and emotional effects of not being included in the lesson, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parents propose to deliver sex education to their child at home instead).
- 9.6 If a pupil is excused from sex education, it is our responsibility to ensure that the pupil receives appropriate, purposeful education during this time.
- 9.7 The school will clearly document all requests and discussions relating to withdrawal. Parents will be informed of the statutory content that cannot be withdrawn from, including Relationships Education, Health Education and the Science curriculum.
- 9.8 The school will continue to encourage participation in RSHE, recognising the importance of this education in supporting pupils' safety, wellbeing and preparation for adult life. Decisions regarding withdrawal will be recorded and retained in accordance with the school's records management procedures.

## 10. Answering Difficult Questions and Sensitive Issues

- 10.1 Staff members are aware that views around RSE are varied. However, whilst personal views are respected, all RSE issues are discussed and explored without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also to respect that others have the right to a different opinion.
- 10.2 Both formal and informal RSE, arising from pupils' questions, are dealt with according to the age and maturity of the pupils concerned. Questions do not have to be answered directly and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to senior colleagues if they are concerned, including the Designated Safeguarding Lead where this might be appropriate.
- 10.3 We believe that RSE should meet the needs of all pupils, answer appropriate questions and offer support. All pupils should be responded to equally and with respect, regardless of their developing sexuality. Responses will need to be dealt with sensitively with respect to sexual orientation and appropriate support may be identified and offered. Homophobic bullying is dealt with strongly, yet sensitively. The school liaises with parents/carers on this issue to reassure them of the content and context. Above all, we encourage open dialogue and conversation with parents, carers and pupils, seeking to address individual needs as they arise.
- 10.4 During the teaching of sex education, the class teachers give children the opportunity to ask 'difficult questions' anonymously using a question box. Children can put the question in the box and, if considered appropriate, the teacher can answer it for the whole class. Where questions fall outside of the taught curriculum, they will identify appropriate ways to respond and consult with senior colleagues and external professionals where required.

- 10.5 Staff recognise that some questions may relate to safeguarding concerns or reflect exposure to inappropriate or harmful content, including online material. In such cases, staff will follow safeguarding procedures and refer concerns to the Designated Safeguarding Lead where appropriate.
- 10.6 Teaching will proactively address issues such as online safety, exploitation, coercion and the impact of media and pornography in an age-appropriate way, ensuring pupils are equipped to understand and manage risks.
- 10.7 Staff will distinguish between curriculum questions, safeguarding concerns and requests for personal advice, responding appropriately to each.
- 10.8 Staff will deliver RSHE in accordance with the Trust's Safe Classroom Practice principles, ensuring that discussions are respectful, inclusive and conducted within clear safeguarding boundaries.

## 11. Supporting resources

Programmes of study will be supported by recognised and effective video, multimedia and printed resources. These materials will be widely recognised, balanced in their approach and not promote any particular lifestyle choice over another. They will be designed to educate and inform. They will be in line with the vision and values of the Trust. Resources will recognise a range of different experiences, views, lifestyles and cultural backgrounds that people bring to this subject. Where particular issues and concerns arise, we are committed to working with parents to support and resolve these wherever possible.

Resources will be:

- evidence-informed

- medically accurate
- reviewed regularly
- quality assured
- free from political bias
- appropriate to pupils' age and maturity

## 12. Links with other policies

This policy will be considered in light of other curriculum policies in each school, as well as our wider policies in relation to Behaviour, Child Protection, Equalities and SMSC.

## 13. Staff training

- 13.1 All staff delivering RSHE will receive appropriate training to ensure they are confident and competent in delivering the curriculum. This includes:
- regular safeguarding training linked to RSHE
  - guidance on handling sensitive questions and disclosures
  - training on emerging issues such as online safety, harmful sexual behaviours and the impact of media

- 13.2 Staff will be supported to access ongoing professional development and will be encouraged to seek advice from senior leaders where required.

### **Use of external visitors and agencies**

- 13.3 Schools may engage external professionals to support the delivery of RSHE. All visitors will be appropriately vetted and must work within the framework of this policy.

- 13.4 The school will ensure that:

- the content delivered is accurate, appropriate and aligned with statutory guidance
- external visitors understand the school's ethos and values
- a member of school staff is present at all times during delivery

13.5 External contributions are intended to complement, not replace, the role of staff in delivering RSHE.

13.6 Training will include:

- managing controversial issues
- responding to parental concerns
- professional boundaries
- safeguarding disclosures arising from RSHE

## 14. Monitoring and Evaluation

14.1 RSHE is monitored and evaluated to ensure that it is effective, relevant and responsive to pupils' needs. This includes:

- regular review of curriculum content and delivery
- Individual schools will state their individual curriculum content on their websites
- pupil voice through surveys and discussions
- feedback from staff and parents
- analysis of safeguarding and behaviour data to identify emerging themes

14.2 The impact of RSHE is reported to senior leaders and governors. Findings are used to inform ongoing improvements to the curriculum and to ensure continued compliance with statutory guidance.

14.3 The policy will be reviewed annually to ensure it remains up to date with statutory requirements and reflects current best practice.

## 15. Governance

- 15.1 The Board of Trustees has overall responsibility for ensuring that the Trust complies with its statutory duties in relation to Relationships, Sex and Health Education (RSHE). Trustees will approve this policy, monitor its implementation and receive assurance that the curriculum is delivered in accordance with statutory guidance and the Trust's Christian vision and values.
- 15.2 Local Governing Boards will provide local oversight of the implementation of this policy within their academy. They will seek assurance from school leaders that the curriculum is delivered effectively, that statutory requirements are met and that appropriate consultation with parents and carers takes place.
- 15.3 Headteachers are responsible for the implementation of this policy within their school. They will ensure that:
- the statutory RSHE curriculum is delivered to all pupils as required;
  - appropriate curriculum planning and resources are in place;
  - staff receive suitable training and support;
  - safeguarding procedures are followed where concerns arise through RSHE teaching;
  - parents and carers are appropriately informed and engaged; and
  - the effectiveness of RSHE is monitored and evaluated as part of the school's wider curriculum review processes.
- 15.4 The designated RSHE Lead (or equivalent member of staff) will oversee the day-to-day organisation of the curriculum, support staff in planning and delivery, coordinate professional development, monitor curriculum quality

and ensure that teaching resources remain accurate, evidence-informed and compliant with current statutory guidance.

- 15.5 All staff delivering RSHE are responsible for teaching the curriculum in accordance with this policy, maintaining appropriate professional boundaries, creating a safe and inclusive learning environment, and responding to safeguarding concerns in line with the Trust's Child Protection and Safeguarding Policy.
- 15.6 The Trust recognises that effective governance of RSHE requires regular review. This policy and its implementation will be monitored through curriculum evaluation, safeguarding information, stakeholder feedback and governor oversight to ensure that provision continues to meet the needs of pupils and reflects current legislation, statutory guidance and best practice.

### **Policy Compliance Statement**

This policy has been developed in accordance with the Department for Education's *Relationships Education, Relationships and Sex Education (RSE) and Health Education* statutory guidance (effective September 2026), the Children and Social Work Act 2017, the Equality Act 2010, the Education Act 2002, Keeping Children Safe in Education, and other relevant legislation and guidance. It will be reviewed regularly to ensure continued compliance with statutory requirements and emerging best practice.