Relationships, Sex and Health Education Policy

2026

Trinity Multi-Academy Trust

Lead: Strategic Lead for Personal Development

Trinity

Next Review Date: September 2027

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1. Purpose of policy and guiding principles

1.1 The Academy provides Relationships, Sex and Health Education as lifelong learning about moral, emotional, social and physical development. It includes growing up, health and wellbeing, relationships, sex, human sexuality and sexual health. It equips students with knowledge, values and skills to make informed and ethical decisions, develop safe and fulfilling relationships, take responsibility for their health, recognise harm and seek help.

1.2 Relationships education focuses on forming and sustaining positive relationships, respect, boundaries, safety and the prevention of harm. It may cover sensitive safeguarding matters without explaining the detail of sexual activity. Sex education is the part of RSE that describes sexual activity and sexual relationships, including sexual consent in that context, contraception, pregnancy choices, sexually transmitted infections and sexual health. Health education covers physical health, mental wellbeing, online wellbeing, personal safety, first aid, developing bodies and health protection.

1.3 The programme follows these principles: meaningful student engagement; proactive engagement and transparency with parents; positive and respectful teaching; careful sequencing; age, stage and local relevance; skilled participative delivery; and a whole-Academy approach supported by safeguarding, behaviour, equality, SEND and online safety practice.

1.4 The Academy complies with the Equality Act 2010, including the public sector equality duty. Teaching must not discriminate against or harass students. It promotes equality and respect and covers the facts and law relating to all protected characteristics by the end of secondary education.

2. Links with other policies or legislation

2.1 This policy has regard to the Department for Education statutory guidance Relationships Education, Relationships and Sex Education and Health Education, July 2025, for introduction from 1 September 2026. It reflects the Children and Social Work Act 2017, the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, sections

80A of the Education Act 2002 and 403 of the Education Act 1996, and the Equality Act 2010.

2.2 It should be read with current Keeping Children Safe in Education, Working Together to Safeguard Children, the SEND Code of Practice 0 to 25 years and the Academy policies on safeguarding, behaviour, anti-bullying, equality, SEND, online safety, curriculum and complaints.

2.3 RSHE is taught through Weekly Wellbeing and reinforced through Science, Humanities, PE, Health and Social Care, Computing, Religious Education and the pastoral curriculum. Curriculum leaders coordinate provision to cover the statutory entitlement without unnecessary duplication.

3. Aims and objectives of Relationships, Sex and Health Education

3.1 The Academy aims to help students develop healthy lifestyles and keep themselves and others safe. Students learn about physical and mental health, developing bodies, relationships, online life, risk, consent, sexual and reproductive health, substances, healthcare, personal safety and first aid. They learn when and how to seek reliable advice and support.

3.2 The Academy aims to help students develop effective and fulfilling relationships and respect difference. Students learn about families, friendship, committed relationships, marriage and civil partnership, parenting, communication, kindness, conflict, relationship endings, equality, stereotypes, bullying, power, exploitation and the law.

3.3 The Academy aims to develop self-esteem, confidence, independence and responsibility. Students practise assessing information and influence, setting boundaries, resisting pressure, making decisions, managing setbacks and reporting concerns.

3.4 By the end of secondary education, students will have been taught all secondary relationships, sex, health and wellbeing content in the statutory guidance, while continuing to develop relevant primary foundations. Appendix A gives the content categories and planned sequence. The current

lesson-level curriculum overview identifies how and when content is taught and which lessons are classified as sex education.

4. Roles and responsibilities

4.1 The Strategic Lead for Personal Development and Personal Development Lead are responsible for the planning and organising of the Weekly Wellbeing Curriculum. The Strategic Lead for Personal Development provides strategic oversight, approves curriculum and resources, monitors quality and reports to the SLT and governors.

4.2 The Strategic Lead for Personal Development coordinates with leaders of Science, Humanities, PE, Computing and other relevant subjects to secure progression, identify gaps and avoid unnecessary duplication.

4.3 The SENDCO advises on accessibility and reasonable adjustments. The Designated Safeguarding Lead advises on vulnerability, local safeguarding issues, disclosures and support. Teachers and visitors must deliver only agreed content and follow this policy and safeguarding procedures.

4.4 The Trust Board of Directors approves and reviews this policy and assures itself that students make progress, statutory content and materials align with the guidance, teaching is accessible to students with SEND, and parents receive clear information about content, materials, external providers and withdrawal rights.

4.5 Students review and reflect on learning and contribute through student voice. Parents contribute through proactive policy consultation and curriculum engagement. Their views inform decisions but do not give any person a veto over lawful curriculum content.

5. Delivery and continuity

5.1 All topics form part of a planned, progressive programme. Weekly Wellbeing is taught weekly, with relevant content reinforced elsewhere. Teaching builds on primary learning and is sequenced so that students develop knowledge and skills before they are likely to need them.

5.2 The Academy publishes a current year-by-year and term-by-term overview showing subject content, timing, responsible staff or subject area, external providers where used, and lessons classified as sex education. Parents/carers are told in advance about sex education content.

5.3 Teaching is participative and may include discussion, scenarios, skills practice, anonymous question boxes and assessment. Staff establish ground rules, use accurate and respectful language, distinguish fact and law from opinion or religious belief, and do not require personal disclosure.

5.4 Assessment and regular feedback identify what students know, remember and can apply and where further teaching or support is needed. The Academy may adjust timing or add content to respond to an emerging or local need. Parents will be informed in advance of a material departure from the published policy or overview and may view the relevant resources.

5.5 Mixed-gender and mixed-ability groups are the norm. A particular topic may be taught in single-sex groups where this creates a safer or more effective environment, without stereotyping students, stigmatising boys or suggesting that girls are responsible for preventing abuse.

6. Values and framework

6.1 Teaching takes place in a safe, supportive and inclusive environment. It develops kindness, care, honesty, integrity, respect and responsibility. Language must not normalise harmful behaviour, reinforce stereotypes or stigmatise boys, girls, illness or difference.

6.2 Materials and teaching are factual, evidence based, medically and legally accurate, unbiased, age and stage appropriate, and sensitive to students' experiences. Applicable law is taught factually, including marriage and civil partnership, consent, domestic abuse, stalking, sexual offences, FGM, virginity testing, hymenoplasty, online harms, pornography, abortion, equality, substances, gambling, weapons, exploitation, hate crime, criminal responsibility and medical consent.

6.3 Teaching includes varied family arrangements and gives equal opportunity to explore stable and healthy same-sex relationships. Lesbian, gay and bisexual content is integrated across the programme, and sexual health teaching is relevant to all students.

6.4 Students are taught the facts and law about biological sex and gender reassignment. Staff recognise that beyond those facts and the law there is significant debate. They do not endorse a contested view as fact, teach as fact that all people have a gender identity, or present social transition as a simple solution to distress or discomfort. Bullying and disrespect are not acceptable. External resources on this topic are checked carefully, parents are consulted on their content in advance, and all materials are available on request.

6.5 Teaching is sensitive to students' religious backgrounds. The Academy may explain faith perspectives and its religious character, making clear when content reflects religious belief while teaching applicable law and respecting protected characteristics.

6.6 Teaching is accessible to students with SEND and prepares them for adulthood. Teachers make reasonable adjustments to language, pace, examples, grouping, communication and resources. Essential safeguarding knowledge is not removed. The curriculum recognises that some students with SEND may be more vulnerable to abuse, exploitation, harmful sexual behaviour, violence or bullying and may need more explicit teaching, repetition or targeted support.

6.7 Direct teaching about suicide prevention, self-harm or eating disorders will take place only where judged suitable. The Academy will consult appropriate health professionals, provide high-quality staff training, consider student maturity and parental views, use reliable materials and never discuss methods or instructions. Any concern or disclosure is managed through safeguarding procedures.

7. Information to parents and carers

7.1 The policy and current curriculum overview are published on the Academy website. A free copy is provided to anyone who asks. The Academy proactively consults parents whenever it develops or reviews the policy, explains why effective RSHE promotes and protects student wellbeing, records the main themes raised and explains resulting decisions.

7.2 Parents receive timely advance information about sex education and sensitive content. The Academy proactively provides a representative sample of planned resources and enables parents to view every RSHE curriculum material on request, including material supplied by an external organisation.

7.3 Access will normally be arranged within 10 school days through a secure parent portal, presentation or visit. If these are unsuitable, the Academy will provide another practical means of access, which may include copies to take home. Copyright affects the method of sharing, not whether materials may be viewed. Provider authorship will be acknowledged and parents may be required to agree not to copy or redistribute material except as copyright law permits.

7.4 The Academy offers opportunities for questions and discussion through information events, parents' evenings, online or recorded presentations, written FAQs and one-to-one meetings on request. It provides practical guidance to help parents continue conversations at home. A concern about access or consultation may be raised through the Academy complaints procedure.

7.5 If the Academy is considering an external provider, it will seek parents' views on the organisation and proposed material. It will not accept a contractual term that prevents parents from seeing any content used with students.

8. Support for staff and students

8.1 Staff receive training appropriate to the content they teach, including safeguarding, managing questions and disclosures, adapting teaching for

SEND and maintaining a safe classroom. Leaders give priority to staff who are new to RSHE or a sensitive topic and quality assure delivery.

8.2 RSHE may lead to safeguarding reports. Staff and visitors follow the Academy child protection policy and current Keeping Children Safe in Education, act immediately on concerns and report them to the Designated Safeguarding Lead or deputy. Staff follow mandatory reporting duties and never promise secrecy. Information is shared only with those who need it to safeguard the student.

8.3 Students are told how confidentiality works, what may happen if they report a concern and where to seek help inside and outside the Academy. Teaching makes clear that anyone can experience sexual violence, the victim is never to blame and sexual violence often has a gendered component without suggesting all boys are perpetrators or all girls are victims.

8.4 The pastoral team and SLT provide or arrange support. Staff challenge harmful ideas, including sexism, misogyny and homophobia, while treating students with dignity. Concerns about a student experiencing or perpetrating harm are managed under safeguarding procedures.

8.5 Teachers answer questions honestly, factually and at an age and stage appropriate level. They may answer privately, defer while seeking guidance, invite a student to speak with a parent or trusted adult, or signpost safe support. A question will not be answered to the whole class where this would be inappropriate, unsafe, outside the planned curriculum or likely to identify personal circumstances.

8.6 If a student asks about sex education from which they have been withdrawn, staff prioritise safety and access to reliable information. They may encourage discussion with a parent or trusted adult and signpost medically accurate or safeguarding support. Staff recognise that leaving a question wholly unanswered may lead a student to unsafe sources. Any disclosure or welfare concern is referred under safeguarding procedures.

9. Organisational aspects of the Relationships, Sex and Health Education programme

9.1 The Academy covers all statutory secondary content by the end of secondary education. Appendix A organises it under families; respectful relationships; online safety and awareness; being safe; intimate and sexual relationships including sexual health; mental wellbeing; wellbeing online; physical health and fitness; healthy eating; drugs, alcohol, tobacco and vaping; health protection and the healthcare system; personal safety; basic first aid; and developing bodies.

9.2 The detailed annual overview identifies lesson titles, intended outcomes, year group and term, subject or teacher, resources, external providers and the distinction between relationships, health, science and sex education. Leaders maintain this overview as the operational record of how and when the statutory curriculum is taught.

10. Health professionals

10.1 Health professionals and other external organisations may enhance the programme through specialist knowledge, but the Academy remains responsible for the content, resources and way students are taught.

10.2 Before engagement, the Academy checks credentials, lesson plans, accuracy, impartiality, age and stage suitability, SEND accessibility and every resource. It is cautious about organisations with a commercial interest in harmful products or a strong partisan view on a contested topic. Parent views are sought and all materials remain available to parents.

10.3 The Academy agrees confidentiality and safeguarding arrangements in advance. The visitor understands how to respond to a report or concern, and an Academy professional remains able to observe or support delivery.

11. Parental requests

11.1 Requests to view materials should be sent to the Strategic Lead for Personal Development. They will be handled as set out in section 7 and responded to positively without unnecessary delay.

11.2 A parent may request that their child is withdrawn from some or all sex education delivered as part of statutory RSE. There is no right to withdraw from relationships education, health education or national curriculum science, including puberty or sexual reproduction. The Academy identifies sex education clearly in its published curriculum overview.

11.3 The parent should send a written request to the Principal identifying the lesson or content. Appendix B may be used, but the form is not required. Before deciding, the Principal or delegated senior leader will offer a discussion with the parent and, where appropriate, the student. The discussion will clarify the curriculum, the benefits of participation and possible detrimental effects of withdrawal, including social or emotional impact and the risk of receiving an inaccurate account from peers.

11.4 The Principal will grant the request unless exceptional circumstances justify refusal, for example safeguarding concerns or the student's specific vulnerability. The Academy records the request, discussion, student's views where appropriate, decision, reasons, dates, content and review arrangements. Any refusal is reasoned and communicated in writing.

11.5 During withdrawal, the student receives appropriate and purposeful education in a suitable supervised setting. The arrangement will not shame the student. A parent is not required to teach the omitted content at home as a condition of withdrawal. A withdrawal does not affect access to confidential health or safeguarding services, subject to law and professional duties.

11.6 From three terms before the student turns 16, the student may opt back into sex education despite an earlier parental request. The Academy ensures students know this right and provides the teaching in sufficient time before the student turns 16, including suitable catch-up where needed.

Arrangements are reviewed if the curriculum or student's circumstances change.

12. Monitoring and evaluation of the Relationships, Sex and Health Education policy

12.1 Monitoring and evaluation include:

- review of curriculum coverage, sequencing, lesson materials and external providers;
- lesson visits, assessment and feedback on student progress;
- student, staff and parent feedback, including consultation themes;
- review of participation, SEND access and targeted support;
- review of relevant safeguarding and pastoral themes without identifying students;
- review of requests to view materials, withdrawal requests and alternative education;
- reports by the Strategic Lead for Personal Development to SLT and the Local Governing Board.

12.2 The policy is reviewed at least annually and sooner following statutory or legal change, a material curriculum change, a significant safeguarding issue, evidence of unmet student need or a change in external provision. Parents and students are meaningfully engaged in review. The Trust Board of Directors approves the final policy, which is then published and made available free of charge.

Appendix A: Categorisation of topics within the Weekly Wellbeing

A.1 The Academy's lesson-level curriculum overview gives the precise year and term for each topic and identifies lessons classified as sex education. The matrix below provides the policy-level categorisation and planned sequence.

All statutory secondary content is covered by the end of secondary education.

Key content from statutory guidance	Relationships	Science	Sex education	Health	Law	Year
Families, marriage, civil partnership, cohabitation and common-law marriage myth	Y				Y	7, 11
Family change, parenting and early child development	Y					7, 11
Positive relationships, self-esteem, communication, conflict and endings	Y					7-11
Equality, protected characteristics, stereotypes and misogyny	Y				Y	8-11
Bullying, bystanders and	Y			Y	Y	7-9

respectful public behaviour						
Consent, kindness, boundaries and power	Y		Y	Y	Y	8-11
Online privacy, data, advertising, scams and reporting	Y			Y	Y	7-11
AI-created content, deepfakes, chatbots and sextortion	Y			Y	Y	8-10
Sexual imagery including AI-generated imagery and law	Y		Y	Y	Y	8-10
Pornography, harmful norms, incels and online influencers	Y		Y	Y	Y	8-10
Sexual harassment, harmful sexual behaviour and violence	Y			Y	Y	8-10
Domestic abuse, stalking, coercive	Y			Y	Y	8-11

control and exploitation						
Forced marriage, FGM, virginity testing and hymenoplasty	Y			Y	Y	8-10
Strangulation and suffocation risks and law	Y			Y	Y	9-10
Healthy intimate relationships, consent and delaying sex	Y		Y	Y	Y	9-11
Contraception choices, efficacy and access		Y	Y	Y		9-11
Pregnancy choices, pre-conception health and pregnancy loss		Y	Y	Y	Y	9-11
STIs, HIV, condoms, PrEP, PEP, testing and stigma		Y	Y	Y		9-11
Confidential sexual and reproductive health advice			Y	Y	Y	9-11

Mental wellbeing, coping, conditions and support				Y		7-11
Online wellbeing, misinformation, gambling and harmful content				Y	Y	7-11
Physical fitness, healthy eating, weight and health conditions		Y		Y		7-11
Drugs, alcohol, tobacco, vaping, spiking and medicines		Y		Y	Y	8-11
Hygiene, infection, antibiotics, vaccination, dental health and sleep		Y		Y		7-11
Healthcare, screening, medical consent and Gillick competence				Y	Y	9-11
Personal safety, violence, knives, grooming and exploitation	Y			Y	Y	7-11

First aid, CPR and defibrillators		Y		Y		8-11
Puberty, adolescent brain, menstrual and reproductive health		Y		Y		7-11

Appendix B: Sex Education request for withdrawal form

B.1 This form is optional. A written request in another form will be considered in the same way.

Name of student	
Year group	
Parent or carer name	
Contact details	
Sex education lesson or content concerned	
Information for the Principal to consider	
Date and attendees of discussion	
Student's views where appropriate	

Decision and reasons	Granted in full / granted in part / refused in exceptional circumstances
Alternative purposeful education and supervision	
Review date and opt-back-in date	
Parent or carer signature and date	
Decision maker signature and date	