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Relationships, Sex and Health Education (RSHE) Policy

Mission Statement

To inspire our family of schools to provide opportunities for our pupils, staff and leaders to be the best they can be; to create a passion for lifelong learning; to enable our pupils to become kind, confident and impactful world citizens.

Rationale

RSHE is about emotional, social and cultural development of pupils, and involves learning about healthy and unhealthy relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSHE involves a combination of sharing information and exploring issues and values.

RSHE is not about the promotion of sexual activity.

This policy reflects the DfE's updated Relationships Education, Relationships and Sex Education (RSHE) and Health Education statutory guidance published July 2025, effective from 1 September 2026. From 1 September 2026, all ELAT academies will deliver RSHE in line with the updated statutory content and expectations.

RSHE
Guiding Principles for Relationships and Sex Education

RSHE is lifelong learning about physical, sexual, moral and emotional development. It is about understanding and building confidence and self-esteem.

RSHE should:

- Be an integral and age-appropriate part of the lifelong learning process, beginning in early childhood and continue into adult life.
- Be an entitlement for all young people
- Be set within the wider Empower Learning Academy Trust context and support family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. nuclear family. It includes a variety of types of family structure, and acceptance of different approaches.
- Encourage pupils and teachers to s respect each other's views. We are aware of different approaches to sexual orientation, without promotion of any particular family structure. The important values are love, respect and care for each other.
- 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.
- Generate an atmosphere where questions and discussion on sensitive and sexual matters can take place without any stigma or embarrassment.
- Recognise that parents and carers are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents, carers and pupils, consulting them about the content of programmes.
- Ensure an understanding for all pupils of healthy relationships, acceptable behaviour and the right of everyone to equal treatment will help ensure that pupils treat each other well and go on to be respectful and kind adults.
- Empower pupils to recognise what unhealthy relationships look like, what the laws around consent are, making clear that sexual violence and sexual harassment are not acceptable, will never be tolerated and are not an inevitable part of growing up.
- Teach pupils the knowledge they need to recognise and to report abuse or concerns about abuse, including emotional, physical and sexual abuse. In primary schools, this can be delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This should also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online.
- Recognise that the wider community has much to offer and we aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers.

- Ensure, at an age-appropriate level, pupils are aware of laws surrounding pornography and explicit images and the impact this can have on healthy sexual development and relationships.
- Help pupils develop feelings of self-respect, confidence and empathy.
- Teach pupils correct vocabulary to describe themselves and their bodies.
- Prepare pupils for puberty and give them an understanding of sexual development and the importance of health and hygiene.
- Help pupils to grow up safely and happy in today's society.

The aim of RSHE is to provide balanced, **age appropriate**, factual information about human reproduction, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health. Our RSHE programme aims to prepare pupils for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour; have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want.
- understand the consequences of their actions and behave responsibly within sexual and pastoral relationships.
- avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex. This includes being able to recognise and manage the risks posed by online behaviour. This includes risks posed by online relationships and the risk of grooming.
- communicate effectively by developing appropriate terminology for sex and relationship issues.
- develop awareness of their sexuality and understand human sexuality; challenge sexism and prejudice, and promote equality and diversity.
- understand the arguments for delaying sexual activity.
- understand the reasons for having protected sex.
- have sufficient information and skills to protect themselves and, where they have one, their partner from uninvited/unwanted conceptions and sexually transmitted infections including HIV.
- be aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary.
- know how the law applies to sexual relationships, including laws relating to consent and sexual violence.

Curriculum

Our RSHE curriculum will:
• reflect pupil voice and local context;
• be inclusive, age-appropriate, sequenced and balanced appropriately between knowledge and skills;
• be delivered by trained staff and/or trusted providers;
• be transparent with parents about the materials used;
• be embedded within a whole-school approach to wellbeing, safeguarding, and positive relationships.

It will include the following:

- **Personal Safety:** Staying safe around roads, railways/level crossings, water (including Water Safety Code), and public spaces.
- **Online Risks and Digital Literacy:** Recognizing gaming monetisation, scams/fraud, financial harms, AI-generated deepfakes, harmful online influencers/toxic digital subcultures, mis/disinformation, and the harmful impact of pornography.

- **Respectful Relationships and Violence Against Women and Girls:** Tackling misogyny, sexual harassment, violence against women and girls, promoting positive masculinity and respectful behaviours.
- **Mental Health:** Strengthened content on grief, loss, and loneliness, with signposting to support.
- **Financial Exploitation:** Recognizing grooming and financial exploitation online/offline and how to seek help.
- **Primary Anatomical Vocabulary:** Teaching correct names for body parts (e.g., penis, vulva, vagina, testicles, scrotum, nipples) to support safeguarding.
- **Diverse Families and Inclusion:** Explicit recognition of diverse family structures (including same-sex parents, kinship carers, foster/adoptive families).

Any external provider or third-party materials will be quality-assured for accuracy, age appropriateness, inclusivity, and safeguarding alignment before use, and shared with parents.

- Curriculum leaders will evidence that RSHE is spiralled and skills-based, not only knowledge-led, and that assessment captures knowledge, skills, and attitudinal development.

Inclusion

Religion, Culture and Ethnicity
We intend our policy and practice to be sensitive to the needs of different religious, cultural and ethnic groups. For some young people it is not culturally appropriate for them to be taught particular topics in mixed groups. We will respond sensitively to parental requests and concerns.

Pupils with Special Education Needs and Disabilities
We will ensure that all young people receive relationship and sex education, and we will offer provision that is differentiated and personalised to ensure accessibility, appropriate to the needs of all our pupils, taking specialist advice where necessary.

Sexual Identity and Sexual Orientation
We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate question and offer support. Young people, whatever their developing sexuality need to feel that relationships and sex education is relevant to them. Thus, the curriculum aims to be inclusive for all pupils regardless of sexuality or gender, rather than presenting LGBT+ issues as separate through ‘stand-alone’ lessons or topics.

Stakeholder Engagement

ELAT is committed to full transparency regarding RSHE content. Parents/carers may view any RSHE lesson materials and resources used in their child’s school. Access is available by contacting the school office or online (where available). The RSHE Policy and an annual overview of topics by year group will be published on each academy’s website.

This policy has been developed with, and reviewed by, parents from across the Trust, representing parental voice on behalf of their schools, in order to ensure that the policy meets the needs of pupils and parents and reflects the community we serve. There will be the opportunity for parents to be involved in future reviews of this policy.

Each academic year there will be opportunities for parents to view a selection of the resources and lesson materials used in Relationships Sex and Health Education and for them to ask questions of those leading and/or teaching it. These will be determined by a local level and may include some of: stalls at parent consultation evenings; separate, specific presentations where considered appropriate; presentations by external agencies; open invitations to informal drop-in sessions, updates via email.

The policy also reflects the views of teachers and pupils. We acknowledge that listening and responding to the views of young people will strengthen the policy, ensuring that it meets the needs of all pupils and the local context. Teacher and student views will be included and considered in any review of the policy.

Right to be excused from sex education (commonly referred to as the right to withdraw)

Our Primary Academies

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to request to withdraw their children from the non-statutory components of sex education within RSHE.

Requests for withdrawal should be put in writing using the form found in Appendix 1 of this policy and addressed to the Principal/Headteacher.

Alternative work will be given to pupils who are withdrawn from sex education.

Our Secondary Academies

Parents have the right to request to withdraw their children from the non-statutory components of sex education within RSHE only up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

There is no right to withdraw from relationships education nor from health education.

Requests for withdrawal should be put in writing using the form found in Appendix 1 of this policy and addressed to the Principal/Headteacher.

A copy of withdrawal requests will be placed in the student's educational record. The Principal/Headteacher will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from sex education.

Roles and Responsibilities

The Trust Board

The Trust Board will hold the C.E.O. to account for the implementation of this policy.

The Local Governance Committee

The Local Governance Committee will ensure compliance with the policy at local academy level and will hold the Headteacher/Principal to account for the implementation of this policy within their individual academy.

The Headteacher/Principal

The Headteacher/Principal is responsible for ensuring that RSHE is taught consistently across the Academy, and for managing requests to withdraw pupils from non-statutory components of RSHE (see above).

Academy Staff

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE

- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSHE, following the guidance above.

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/Principal.

Each academy will ensure staff receive annual RSHE update training aligned to the latest guidance, including safe facilitation of sensitive topics and managing questions.

Pupils

Pupils are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity; this includes their peers and the staff delivering the lessons or workshops.

Confidentiality and Sensitive Issues

Though every effort will be made to ensure that pupils feel comfortable in these sessions, it is important to clarify that the Child Protection procedures must be strictly followed should a pupil disclose any information which triggers a qualifying concern. Should this situation arise, the class teacher or adult taking these sessions will report it to the Child Protection Officer. In any case where a child protection situation arises, the teacher or adult delivering the lessons will ensure that the student understands that confidentiality of the information that they have shared cannot be guaranteed.

Monitoring and Evaluation

The delivery of RSHE is monitored at local Academy level by the Headteacher/Principal through:

The rolling cycle of learning walks and BLINKs by the Senior Leadership Team for each Academy will specifically include any sessions where RSHE is being delivered: in timetabled lessons; through tutor time; internal assemblies or talks; where external visitors deliver workshops, Q&A sessions or use theatre for example. Notes from these learning walks are collated and a record kept. Heads of Department/Co-ordinators will have access to these notes to aid their own evaluation of provision and its effectiveness.

Where delivery of RSHE happens in a timetabled lesson, the Head of Department/Co-ordinators will carry out a range of formalised quality assurance measures, which may include: formal observation of teachers where appropriate; planned work scrutiny for each year group as part of a cycle; student interview; the review of student questionnaires and evaluations. Qualitative data from this process will be recorded and shared between those with responsibility for RSHE. In these reviews, any actions needed will be agreed and feedback provided to staff delivering the content as appropriate.

Pupils' development in RSHE is monitored by class teachers and/or those delivering the RSHE as part of each academy's internal assessment systems. Pupils' level of secure knowledge will be assessed as part of each unit of study and levels are shared with parents through the reporting cycle.

This policy will be reviewed by the C.E.O. biennially. At every review, the C.E.O. will report any changes to the Trust Board and individual academies' leadership teams and Local Governance Committees.

Local Variations now follow

Hall Mead School

Organisation, Content and Assessment of Relationships and Sex Education

Relationships and Sex Education is delivered though the PSCHE Programme and Science lessons at KS3 and KS4, and in Child Development for those who choose this as a Key Stage 4 option. Online safety is part of the Computing curriculum and elements of Health Education are also delivered through the National Curriculum for PE. The PSCHE Programme and Science National Curriculum is taught in every year.

Much of the Relationships and Sex Education takes place within timetabled PSCHE lessons. Teachers within that department generally deliver the PSCHE Curriculum with support from professionals where appropriate. RSHE lessons are set within the wider context of the PSCHE curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also included. The Science National Curriculum is delivered by staff in the science department. These lessons are more concerned with the physical aspects of development and reproduction and there is no right to withdraw from these elements. Schemes of learning and resources made have been created and compiled by Hall Mead teachers, for Hall Mead pupils, ensuring they meet the needs of our cohort and context; we do not use or buy in pre-made resources from external companies. Parents and carers are warmly invited to come into school to view teacher resources used in the delivery of these lessons and the student workbooks used for each unit.

Assessment is carried out for every module and will include a variety of teacher, self and peer assessment of knowledge and understanding and interpersonal skills, and self-evaluation of attitudes. Pupils have the opportunity for self-reflection and evaluation of their overall experience, the content and the delivery of the topic at the end of every unit. Pupils' level of secure knowledge will be assessed as part of each unit of study and levels are shared with parents through the reporting cycle and/or parent-teacher consultation meetings.

Responsibility

It is the responsibility of the Head of PSCHE, Mr J Newall jnewall@elatschools.co.uk to oversee and organise the delivery, monitoring and evaluation of PSCHE, in the context of the overall Academy plans for monitoring the quality of teaching and learning.

The member of senior staff responsible for overseeing the quality of the RSHE delivery at Hall Mead School is Mrs K Fanning: kfanning@elatschools.co.uk

Appendix: The Relationships and Sex Education Curriculum at Hall Mead School
The PSCHE Curriculum

Year	Topic	Topic	Topic
7	Friendship & Family Diversity in the UK	Human Rights Smoking and Vaping	Diet & Obesity Managing Money
8	Alcohol Body Image, Self-Esteem and the Media	Staying Safe in the 21st Century Democracy & Parliament	We're in Business

9	Drugs Careers	RSE including contraception, avoiding pregnancy and STIs	Sexuality and gender Getting the best deal
10	Relationships: Healthy and unhealthy relationships including red flags, coercive control and domestic abuse	RSE: Delaying sexual activity/when is the time is right Ensuring consent	Underage and Pregnant (including abstinence, options and abortion), teen Parenting Matters of Life & Death
11	First Aid, including learning CPR HIV: prevention, safe sex, treatment and stigma	Careers and Post-16 GCSE RS: Sex, relationships, marriage and families (AQA)	Access to Justice Tackling 'Isms' – addressing discrimination

The curriculum is supplemented with occasional 'drop down' days and workshops depending on quality and availability. This has included theatre performances and specialist workshops such masculinity and misogyny, consent, avoiding pressure and staying safe and drop-down days have included healthy relationships, first aid, marriage, abstinence, sexuality and diversity. It is also supported by the Academy's integral SMSC and assembly programme, which is implemented by tutors and senior staff and covers a range of relevant issues including staying safe, female genital mutilation and sessions from outside speakers where appropriate.

Science Education:

Year 7: Cells and Reproduction (includes physical process of sex, menstrual cycle and some work on contraception and STIs)

KS4: All pupils study 'Aspects of Biology' (including cells, genetics, natural selection, health and disease) as part of their Combined Science GCSE programme. Pupils who have opted to study Triple Science will further study a separate GCSE Biology curriculum including these aspects.

Child Development (Key Stage 4 Option):

Year 10/11: Pregnancy; adoption; families; parenting; contraception; conception; IVF; STIs.

GCSE Religious Studies (Key Stage 4 Option):

Year 10/11: Relationships, marriage, civil partnerships, divorce, role and purpose of families, sex, contraception, the value and role of children in a family, different types of family unit.

Bower Park Academy

Organisation, Content and Assessment of Relationship and Sex Education

Relationships and Sex Education (RSHE) is delivered through weekly CPSHE lessons to KS3 pupils and fortnightly lessons to KS4 pupils. Each year group has a tailor-made scheme of learning that is age appropriate and linked to other curriculum subjects such as Science and RE. The Science curriculum will concentrate more on the physical aspects of puberty and reproduction.

Some parents and carers prefer to take the responsibility for aspects of this element of education and have the right to withdraw their children from all or part of the sex education element (but not the relationships or health education). Parents are also unable to withdraw their child from the statutory National Curriculum (i.e. in Science lessons). All requests should be made in writing to the Principal. Before granting any such request, the Principal will meet with parents and, as appropriate, the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The school will document this process to ensure a record is kept.

Assessments are carried out at the end of one topic per term, (RSHE) using a baseline assessment questionnaire. Pupils complete the assessment questionnaire at the start of the topic and then again at the end of the topic. This should show an improvement in their knowledge and understanding of RSHE. Pupils have the opportunity for self-reflect at the end of each lesson, giving them the opportunity to evaluate their experience, the content of the lesson and its delivery. This will also give the pupils the opportunity to identify what they may have learnt or how they feel about the topic covered during the lesson.

Marking is carried out by staff throughout the year with live marking, whole class feedback at the end of the topic and a set piece of work, which is scheduled into the curriculum, which students then respond to. This is to identify any gaps in the pupils learning. The pupils will then complete purple pen improvements and will complete specific tasks to close the gap in their learning.

Responsibility

The member of staff responsible for overseeing the quality of the RSHE delivery at Bower Park Academy is Miss Freer, Head of CPSHE email address: freerm@bowerpark.co.uk

Line manager of CPSHE is Mr Gander. Email address: SGander@elatschools.co.uk

Appendix: The Relationships and Sex Education Curriculum CPSHE Education

	TOPIC	BRIEF OVERVIEW
Year 7	**Friendship** 1. What does community mean and reflecting on our relationships 2. Friendships	In late Autumn we revisit the theme of 'self' within a range of contexts, including self in the community and self within friendship groups. Within this scheme of work, pupils are encouraged to consider what attributes make a relationship healthy and how we all impact on each other's wellbeing. Pupils explore the different emotions they may encounter in friendship groups and how to manage these emotions, both positive and negative, online and offline and where to seek help and support, should they need it.

	3. Bullying 4. Cyberbullying	 *RS1, RS2, RS3, RS6, RS8, RS10*
Year 7	**Family, Marriage and parenting** 1. Different types of family 2. Parenting – What makes a good parent? 3. Family Changes 4. Marriage and long-term relationships - the law around rights 5. Domestic abuse 6. Young people's rights, including when Parents separate	This scheme of learning builds upon pupils' knowledge of healthy relationships, within the family unit. We explore the range of roles within family and marriage, legislation around marriage and factors that affect an adult relationship. Pupils are taught about their rights as a young person and develop an awareness of factors that can make a relationship unhealthy. *RS1, RS2, RS4,*
Year 8	**Stereotyping and discrimination** 1. The effects of discrimination 2. The effects and dangers of stereotyping (linked to LGBT discrimination) 3. Gender discrimination 4. Discrimination due to disability 5. Racial discrimination 6. Religious discrimination 7. What are British Values?	Pupils explore the impact of stereotyping and discrimination through a series of lessons looking at various forms of discrimination with a focus on respect, inclusion and kindness. Pupils begin by considering the differences between these two forms of behaviour and the impact of stereotyping and how this can lead into discriminative acts. Pupils are then guided through a series of lessons to address various forms of discriminative acts, such as gender, disability, race and religion. Finally, we explore the link between this learning our British values and beliefs of Mutual Respect, Tolerance, Democracy, Rule of Law and Individual Liberty. *RS2,*

Year 8	**Relationships and sex education** 1. Healthy relationships and showing affection 2. Introduction to consent 3. Avoiding assumptions and freedom and capacity to consent 4. The dangers of sending nudes 5. STI's, the symptoms, consequences and methods of cure. 6. Contraception 7. The dangers of pornography	Building upon their relationships lessons in year 7, pupils revisit positive and negative relationships, with a focus on intimate relationships. Following this, pupils discuss ways of showing affection and build an awareness of individual preferences and an understanding of consent. Consent is a golden thread within this scheme, but two lessons are also dedicated to this topic area to explain the importance and laws surrounding sexual encounters. Next students are taught the laws around sending nudes and where they can access support. They are given information regarding the Report Remove tool also. In a safe and age-appropriate manner students are then given information around some of the most common STIs, how they can be contracted and ways to seek medical support. As well as this, students are given information around contraception. The final lesson explores the dangers of pornography and the laws and consequences surrounding these activities. *RS1, RS2, RS3, RS4, RS5,*
Year 9	**Sexuality and Identity** 1. Inner and Outer identity 2. Stereotyping dangers 3. Sexuality and gender identity 4. LGBT+ Community 5. Homophobia and the consequences 6. Tolerance and respect	In late Autumn, pupils examine the topic of sexuality and identity. This has been timely situated within year 9, to coincide with when some pupils typically begin to question their sexuality and identity. We begin with pupils reflecting over their inner and outer identities and explore how these can be influenced. Linking back to previous learning in year 8, pupils investigate the dangers of stereotyping. Following this, pupils consider the differences between sexuality and identity and learn about the LGBTQ+ community. Subsequently, pupils address the issue of homophobia and its consequences along with ways in which the law protects the LGBTQ+ community. Finally, pupils study the theme of tolerance and respect, tying in all areas learnt and exploring view points and opposing arguments. *RS2, RS3, RS4, RS5, ~~RS6~~*

Year 9	**Relationship and sex education** 1. Where's the best place to find out about relationships and Sex? 2. Reasons to have or delay sex 3. Avoiding pressures if not ready 4. What is consent and why it is so important? 5.Contraception ~~and STI's~~ (including condom demo) 6. STIs including HIV and Aids 7. Deep Fakes and re-cap sending nudes.	Continuing with the focus of relationships, this scheme of learning revisits and build upon pupils previous learning of their statutory relationships and sex education. This begins with setting pupils up with the knowledge of how and where to access information and support about relationships and sex. Pupils then explore reasons to have or delay sex, how to recognise and manage risks along with ways to avoid pressures if not ready. Pupils then revisit and are reinforced with information around consent, contraception, STIs and the dangers of sending nudes and deep fakes. *RS1, RS2, RS3, RS4, RS5, ~~RS6~~*

Year 10	**Relationships and Sex Education** 1. Healthy Relationships and avoiding unhealthy ones including misogyny 2. Domestic violence and abusive relationships 3. Consent and Rape 4. Dangers of pornography 5. Teen Pregnancy 6. Tolerance and respect towards the LGBT community 7. Relationship break ups 8. Safe sex	This scheme of learning has been scaffolded and built upon since year 7. Pupils begin by looking at how to avoid unhealthy relationships, followed by looking at abusive and controlling relationships and why healthy relationships are so important throughout our lives. Pupils are then challenged to consider possible signs of domestic violence and abusive relationships. Pupils then build upon their previous learning on consent and look at how they can establish clear sexual boundaries. This is followed by a lesson around the dangers of pornography and links back to our consent understanding. We then look at the issues teenagers face if they become parents as well as respect and tolerance to the LGBT community, looking at some historic events. Our final two lessons are around tools to help with breaking up in a relationship and the positive and safe aspect of sex. *RS1, RS2, RS3, RS4,RS6*
	Relationships and sex education	Before pupils leave us, we guide them through their final set of relationship and sex education lessons. We begin by considering attitudes towards sex and address concerns around language and certain inappropriate behaviours. Linked to this we then discuss specific sexual offences and how fixated, unwanted and repeated behaviour can be criminal and where to seek help. Following on from this we retrieve our previous learning around consent and how to gain it.

Year 11	1. Attitudes towards sex and what it mean to be committed. 2. Criminal sexual offences and seeking help 3. How to gain consent 4. Parenthood 5. Pregnancy outcomes 6. Pregnancy choices 7. Healthy pregnancy 8. Contraception and STIs – Testing, places for support	We then move on to four lessons based around pregnancy. Pupils are given the knowledge around choices, things to consider before planning to conceive and how to stay safe. Finally, we retrieve back on previous learning of contraception and STI's, with a focus on testing and places for support and provide students with time to ask any final questions. *RS2, RS3, RS4, RS5,*

In addition to our CPSHE curriculum, relationships and sex education is covered across the Academy and covers an array of key learning. This embeds learning and ensures cross-curricular links and emphasises the importance of these areas.

Health Education

Health Education is taught across CPSHE, Science, PE, Computing, Food and Nutrition and Child Development.

CPSHE covers online wellbeing, personal safety, drugs, alcohol, tobacco and vaping, healthcare services, sleep, first aid and developing bodies.

Science covers puberty, reproduction, fertility, disease, vaccination, antimicrobial resistance and blood, organ and stem cell donation.

PE teaches the benefits of physical activity, fitness, maintaining a healthy weight and managing stress.

Food and Nutrition cover healthy eating, dental health and the links between diet, alcohol, weight gain and disease.

Computing addresses online harms, misinformation, targeted advertising, harmful content and how to report concerns.

Child Development covers pregnancy health, folic acid, pregnancy loss, pelvic floor health and accessing medical support.

The Brittons Academy

Organisation, Content and Assessment of Relationships and Sex Education

Relationships and Sex Education is delivered though the PSHE Programme at The Brittons Academy, as well as throughout the wider curriculum including Science lessons, as well as in Religious Education and Child Development. Online safety is part of the PSHE and Computing curriculum and elements of Health Education are also delivered through the National Curriculum for PE and Food Technology.

Much of the Relationships and Sex Education takes place within PSHE lessons. Teachers within that department generally deliver the PSHE Curriculum with support from professionals where appropriate. RSHE lessons are set within the wider context of the PSHE curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also included. The Science National Curriculum is delivered by staff in the science department. These lessons are more concerned with the physical aspects of development and reproduction and there is no right to withdraw from these elements.

Following the guidance from the PSHE Association, assessment is carried out informally at the end of every module and will include a variety of teacher and self-assessment of knowledge and understanding as well as interpersonal skills, and evaluation of attitudes. Pupils have the opportunity for self-reflection and evaluation of their overall experience, the content and the delivery of the topic at the end of every unit.

Schemes of learning and resources made have been created and amended by Brittons teachers, for Brittons pupils, ensuring they meet the needs of our cohort and context; where appropriate we have purchased resources from trustworthy external companies and adapted these for the needs of our pupils. Parents and carers are warmly invited to come into school to view teacher resources used in the delivery of these lessons.

Responsibility

It is the responsibility of the PSHE Co-ordinator to oversee and organise the monitoring and evaluation of PSHE, in the context of the overall Academy plans for monitoring the quality of teaching and learning.

The member of staff responsible for overseeing the quality of the RSHE delivery at Brittons Academy is Miss J Foley: jfoley@elatschools.co.uk

Appendix: The Relationships and Sex Education Curriculum at the Brittons Academy

PSHE Education

Year Group	Topics
Year 7	Mental Well being Healthy and unhealthy relationships Healthy Lifestyles Puberty Online Safety Oral Health Dangers of Smoking and Vaping Importance of Trust Marriage and Different Families Online grooming

Year 8	Importance of exercise and a balanced diet. Lifestyle diseases and cancer Alcohol Self-harm Consent Tolerance and Mutual respect Contraception Sexual Health and STIs Forced Marriage
Year 9	Importance of Sleep and hygiene Health Advice and Services Prescription drugs and antibiotics FGM Gambling First Aid and CPR Knife Crime Diverse Relationships Pornography Sexual Harassment Misogyny
Year 10	Unplanned Pregnancy Self-examination Porn ethics Cybercrime and dangers of Dark Web Assessing readiness for sex Abusive relationships Stalking, Harassment Forced Marriage
Year 11	Fertility Reproductive Health Virginity testing Role of Pleasure Ending Relationships Pornographic deepfakes Online dating Sextortion and spotting AI.

We work with expert external delivery providers as well as our own staff to explore the more complex aspects of sexual health and relationships education.

Common threads that run through our assembly programme for all year groups aim to cultivate and develop resilience and character in the individual. These include character traits such as belief in achieving goals and preserving with tasks as well as personal attributes such as honesty, integrity, courage, humility, kindness which are under-pinned by an understanding of the importance of self-respect, self-worth and developing empathy.

Hacton Primary School

Organisation and Content of Relationship Sex and Health Education

The Relationship Sex and Health Education programme at Hacton Primary School is tailored to the age and physical and emotional maturity of the pupils. We believe in providing every student with open, honest and accurate lessons all about relationships. Through the school's ethos and values, we aim to develop children's knowledge, skills, opinions, strategies and confidence - enabling them to cope with life and live safely and happily in the modern world.

Starting relationships sex education at Key Stage 1 and developing it throughout the primary school year's enables children to acquire information from positive attitudes, developing the skills necessary for effective communication. This will lead to responsible decision making and positive behaviour in the context of a healthy family life, loving relationships and respect for others.

Through our comprehensive Relationships Sex and Health Education provision, we aim to provide all pupils with:

- the knowledge and understanding of a variety of relationships;
- the ability to identify any concerns they have about a relationship;
- coping strategies and an awareness of how and where to seek support;
- an understanding of their rights and responsibilities within a range of relationships;
- an awareness of the process of growing up and the changes they and others will experience;
- an understanding of the characteristics of positive relationships.

Our Relationships Sex and Health Education curriculum supports the objectives set out by the PSHE Association which meet the statutory requirements for Key Stage 1 and 2. It forms a core part of our comprehensive Personal, Social and Health Education (PSHE) curriculum.

A range of teaching methods will be used during the delivery of Relationship and Sex Education to ensure that pupils are being provided with age related knowledge and understanding. Where possible, class teachers will carry out the delivery of these lessons.

Inclusion

The Relationship and Sex programme delivered at Hacton is sensitive to the needs of the different ethnic groups and children with specific needs. As a result, Hacton will respond and adapt lessons for specific pupils and will take specialist advice where necessary. This will often be the case for those children who are part of the Hearing Impaired Unit and have a sign language as their first language.

Responsibility

It is the responsibility of the PSHE coordinators, alongside the staff members who deliver this programme, to oversee, monitor and evaluate Sex and Relationship Education at Hacton Primary School. The member of staff responsible for overseeing the quality of the RSHE delivery is Emily Leslie:

eleslie@elatschools.co.uk

The member of staff responsible for overseeing the curriculum compliance of RSHE is Vicky Hornsby:

vhornsby@elatschools.co.uk

Appendix: The Relationship Sex and Health Education Curriculum at Hacton Primary School: Relationship Education

Year Group	Unit	Lesson Titles
Year 1	Living in the Wider World: Aiming High	Star Qualities Positive Learners Bright Futures Jobs for All Going for Gaols Looking Forward
	Relationships: Be Yourself	Marvellous Me Feelings Things I Like Uncomfortable Feelings Changes Speak Up!
	Living in the Wider World: Diverse Britain	My School My Community My Neighbourhood My Country British People What Makes Me Proud of Britain?
	Living in the Wider World: Money Matters	Money, Look After It! Personal Information Keeping Track Want or Need? Money and Emotions
	Relationships: TEAM	Together Everyone Achieves More Listening Being Kind Bullying and Teasing Brilliant Brains Making Good Choices
	Health and Wellbeing: It's My Body	My Body, My Business Active and Asleep Healthy Choices Clean as a Whistle Can I Eat It? I Can Choose
Year 2	Relationships: VIPs	Who Are Your VIPs? Families Friends Falling Out Working Together Showing You Care
	Health and Wellbeing: Think Positive	Think Happy, Feel Happy It's Your Choice Go-Getters Let It Out Be Thankful

		Be Mindful
	Living in the Wider World: One World	Families Homes Schools Environments Resources Planet Protectors
	Relationships: Digital Wellbeing	The Internet and Me Online and Offline Staying Safe Online Personal Information Communicating Online True or False?
	Health and Wellbeing: Safety First	Keeping Safe Staying Safe at Home Staying Safe Outside Staying Safe Around Strangers Safe Secrets and Surprises People Who Can Help
	Health and Wellbeing: Growing Up	Our Bodies Is It OK? Pink and Blue Your Family, My Family Getting Older Changes
Year 3	Relationships: TEAM	A New Start Together Everyone Achieves More Working Together Being Considerate When Things Go Wrong Responsibilities
	Relationships: Be Yourself	Pride Feelings Express Yourself Know Your Mind Media-Wise Making It Right
	Living in the Wider World: Diverse Britain	Living in the British Isles Democracy Rules, Laws and Responsibilities Liberty Tolerance and Respect What Does It Mean to be British?
	Living in the Wider World: Money Matters	Where Does Money Come From? Payments and Priorities Reasons to Borrow Online Financial Safety Spending Decisions What Is a Budget?
	Living in the Wider World: Aiming High	Achievements Goals Always Learning Jobs and Skills

		No Limit! When I Grow Up
	Health and Wellbeing: It's My Body	My Body, My Choice Fit as a Fiddle Good Night, Good Day Cough, Splutter, Sneeze! Drugs: Healing or Harmful? Choices Everywhere
Year 4	Health and Wellbeing: Think Positive	Happy Minds, Happy People Thoughts and Feelings Changes Keep Calm and Relax You're the Boss Always Learning
	Relationships: VIPs	Family and Friends Fabulous Friends Is This a Good Relationship? Falling Out What is Bullying? Stand Up to Bullying
	Relationships: Digital Wellbeing	The Digital World Digital Kindness Do I Know You? Online Information Keep It Private My Digital Wellness
	Living in the Wider World: One World	Chiwa and Kwende Chiwa's Dilemma (1) Chiwa's Dilemma (2) Chiwa's Sugar Chiwa's World Charity for Chiwa
	Health and Wellbeing: Safety First	New Responsibilities Risks, Hazards and Danger Under Pressure Safety When Out and About Dangerous Substances Injuries and Emergencies
	Health and Wellbeing: Growing Up	Human Reproduction Changes in Boys Changes in Girls Changing Emotions Relationships and Families Where Do I Come From?
Year 5	Relationships: Be Yourself	You Are Unique Let It Out! Uncomfortable Feelings The Confidence Trick Do the Right Thing Making Amends

	Living in the Wider World: Aiming High	You Can Achieve Anything! Breaking Down Barriers Future Focus Equal Opportunities The World of Work Onwards and Upwards
	Living in the Wider World: Diverse Britain	Identities Communities Respecting the Law Local Government National Government Making a Difference
	Living in the Wider World: Money Matters	Currencies and Spending Options Spending Influences Budgeting Money and Emotional Wellbeing Online Financial Safety Employment Choices
	Relationships: TEAM	Together Everyone Achieves More Communicate Compromise and Collaborate Care Unkind Behaviour Shared Responsibilities
	Health and Wellbeing: It's My Body	Your Body is Your Own Exercise Right, Sleep Tight Taking Care of Our Bodies Harmful Substances How We Think and Feel About Our Bodies Healthy Choices
Year 6	Relationships: Digital Wellbeing	My Digital Life Staying Safe, Healthy and Happy Online Online Relationships Social Media Saying No to Online Bullying Fake News
	Health and Wellbeing: Growing Up	Changing Bodies Changing Emotions Just the Way You Are Relationships Let's Talk About Sex Human Reproduction
	Health and Wellbeing: Safety First	You Are Responsible What Are the Risks? Making Up Your Mind In An Emergency Home – Safe and Sound Outdoors – Playing It Safe
	Living in the Wider World: One World	Global Citizens Global Warming Energy Water Biodiversity In Our Hands

	Relationships: VIPs	People We Love Think Before You Act It's OK to Disagree You Decide Secrets False Friends
	Health and Wellbeing: Think Positive	The Cognitive Triangle Thoughts Are Not facts Face Your Feelings Choices and Consequences Being Present Yes, I Can!

Relationship Sex Education

Year	Unit	Lesson Titles
2	Growing Up	Our Bodies
4	Growing Up	Human Reproduction, Where Do I Come From?
6	Growing Up	Let's Talk about Sex, Human Reproduction

The curriculum is supplemented with 'drop down' days and workshops depending on quality and availability. This has included NSPCC Assemblies, Drugs and Alcohol Week, Internet and Online Safety days.

Ardleigh Green Infant School

Organisation and Content of Relationship Sex and Health Education

At Ardleigh Green Infant School, we follow the Jigsaw PSHE Scheme to support teaching and learning in PSHE. We have adapted The Relationship and Sex Education modules covered within the scheme to meet the needs and emotional maturity of our pupils. We provide a safe, stimulating learning environment, enabling pupils to express their thoughts and feelings, with consideration for others, developing emotional resilience and social skills.

The Jigsaw PSHE scheme meets statutory requirements for the Early Years Framework and National Curriculum for Key Stage One. Jigsaw offers half termly topics which are consistent throughout the children's learning journey (EYFS to Year 6) to develop pupils' knowledge, skills and understanding of key topics, enabling them to become confident, responsible members of the wider community.

Through our comprehensive Relationships and Sex Education provision, we enable pupils to:

- know and understand what constitutes a healthy lifestyle;
- develop their understanding of safety;
- identify key qualities of a positive relationship;
- have respect for others and celebrate diversity;
- address stereotypes;
- respect our own and others' privacy;
- be independent and responsible members of the wider community;
- develop confidence and self-esteem, and make informed choices regarding personal and social issues.

Inclusion

The Relationship Sex and Health programme at Ardleigh Green Infant School values and celebrates each unique child on their own unique learning journey. It supports our school vision that by working together and learning together, everyone grows. To support every child, staff will adapt lessons and take specialist advice where necessary.

Responsibility

It is the responsibility of the PSHE coordinators, alongside the staff members who deliver this programme, to oversee, monitor and evaluate Sex and Relationship Education at Ardleigh Green Infant School. The member of staff responsible for overseeing the quality of the RSHE delivery is Gemma Foulser and and Year Group Leaders:

PSHE Lead: GFoulser@elatschools.co.uk

Appendix: The Relationship and Sex Education Curriculum at Ardleigh Green Infant School: Relationship Education

Year	Unit	Lesson Titles
R	Autumn 1st - Being Me in My World	Self Identity, Understanding Feelings, Being in a Classroom, Being Gentle, Rights & Responsibilities
1		Feeling Safe, Part of a Class, Our Rights and Responsibilities, Rewards and Feeling Proud, Consequences.
2		Hopes and Fears, Belonging, Our Rights and Responsibilities, Choices and Consequences, Our Learning Environment, The Ardleigh Green Team Safe and Fair Learning Environments.
R	Autumn 2nd – Celebrating Difference	Identifying Talents, Being Special, My Family, My Home, My Friends, Standing Up for Yourself.
1		Similarities & Differences, Understanding Bullying, Speak Up! – Trusted Adults, New Friends, Celebrating Diversity.
2		Assumptions & Stereotypes, Understanding Bullying, Speak Up!, Making New Friends, Celebrating Differences in Others
R	Spring 1st – Dreams and Goals	Challenges, Perseverance & Resilience, Setting Goals, Seeking Help, Resilience Building, Achieving Goals.
1		Setting Goals, Identifying Success, Celebrate Together, Ready For A Challenge &Resilience Building, Overcoming Obstacles, Success.
2		Realistic Goals, Healthy Lifestyles, Learning Strength in Teamwork, Balancing Stress with Relaxation.
R	Spring 2nd – Healthy Me	Exercise Bodies, Physical Activity, Healthy Food, Importance of Sleep, Personal Hygiene, Stranger Danger/ Safe Adults.
1		Healthy Lifestyle, Dental Hygiene, Sun Safety, Personal Hygiene - Handwashing, Keeping Safe Near Roads, Medicine Safety, Health & Happiness.
2		Healthy Eating, Keeping Safe at Home, Road, Rail &Water Safety, Medicine Safety, Healthy Me – Body & Mind.
R	Summer 1st – Relationships	Family Life, Friendships, Falling Out & Making Up, Dealing with Bullying, Being a Good Friend.
1		Different Family Types, Making Friends, Physical Contact – Right to Say No, People Who Help Us, Qualities of a Good Friend to Myself & Others, Celebrating Special Relationships.

2		Different Types of Families, Physical Contact Boundaries, Friendships and Conflict, Secrets Safety, Trust & Appreciation, Appreciation for Special Relationships.
R	Summer 2nd – Changing Me	Bodies, Respecting My Body, Growing Up, Growth Changes (baby to adult), Fun & Fears – Transition.
1		Life Cycles (animal/human), Embracing Change, NSPCC Pants Rules, Growth Mindset, Coping with Change – Transition.
2		Life Cycles in Nature, Embracing Change, Increasing Independence, NSPCC Pants Rule, Growth Mindset, Assertiveness, Looking Ahead – Transition.

In addition to our detailed Relationships Sex and Helath Education scheme, we value the support of workshops depending on quality and availability. This has included NSPCC Assemblies, Internet and Online Safety days. Mental Health and Wellbeing Weeks and additional workshops to revisit learning in Road Safety and early Finance.

Ardleigh Green Junior School

At Ardleigh Green Junior School, we follow the Jigsaw PSHE Scheme to support teaching and learning in PSHE. We value PSHE as one way to support children's development as unique individuals, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

We include the statutory Relationships Sex and Health Education within our whole-school PSHE Programme. The Jigsaw Programme provides a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area.

Through our comprehensive Relationships and Sex Education provision, we aim to provide our children with:

- the knowledge and understanding of a variety of relationships;
- the ability to identify any concerns they have about a relationship;
- coping strategies and an awareness of how and where to seek support;
- an understanding of their rights and responsibilities within a range of relationships;
- an awareness of the process of growing up and the changes they and others will experience;
- an understanding of the characteristics of positive relationships

Inclusion

The Relationship Sex and Health programme at Ardleigh Green Junior school values and celebrates each unique child on their own learning journey. It supports our school vision that by working together and learning together, everyone grows. To support every child, staff will adapt lessons and take specialist advice where necessary.

Roles and Responsibilities

It is the responsibility of the PSHE coordinators, alongside staff members who deliver this programme, to oversee, monitor and evaluate Relationship Sex and Health Education at Ardleigh Green Junior School. The member of staff responsible for overseeing the quality of RSHE delivery is Lindsay Kirby.

LKirby@elatschools.co.uk

The following shows the PSHE/RSE themes that are taught across Ardleigh Green Junior School

Year	Unit	Lesson Titles
3	Autumn 1 - Being Me in the World	Getting To Know Each Other, Our Nightmare School, Our Dream School, Rewards and Consequences, Our Learning Charter, Owning Our Learning Charter
4		Becoming a Class Team, Being a School Citizen, Rights, Responsibilities and Democracy, Rewards and Consequences, Our Learning Charter, Owning Our Learning Charter
5		My Year Ahead, Being a Citizen of My Country, Responsibilities, Rewards and Consequences, Our Learning Charter, Owning Our

		Learning Charter
6		My Year Ahead, Being a Global Citizen 1, Being a Global Citizen 2, The Learning Charter, Our Learning Charter, Owning Our Learning Charter
3	Autumn 2 - Celebrating Differences	Families, Family Conflict, Witness and Feelings, Witness and Solutions, Words That Harm, Celebrating Differences: Compliments
4		Judging By Appearances, Understanding Influences, Understanding Bullying, Problem Solving, Special Me, Celebrating Difference: How We Look
5		Different Cultures, Racism, Rumours and Name Calling, Types of Bullying, Does Money Matter?, Celebrating Difference Across the World
6		Am I Normal?, Understanding Difference, Power Struggles, Why Bully?, Celebrating Difference 1, Celebrating Difference 2
3	Spring 1 - Dreams and Goals	Dreams and Goals, My Dreams and Ambitions, Feeling Safe Helps Me Grow, Choices That Help Us Grow, Our New Challenge - Overcoming Obstacles, Celebrating My Learning
4		Hopes and Dreams, Broken Dreams, Overcoming Disappointment, Creating New Dreams, Achieving Goals, We Did It!
5		When I Grow Up (My Dream Lifestyle), Keeping Track of Money, My Dream Job: Why I Want It and The Steps to Get There, Dreams and Goals of Young People in Other Cultures, How Can We Support Each Other?, Rallying Support
6		Personal Learning Goals, Steps to Success, My Dreams for the World, Helping to Make a Difference, Recognising Our Achievements
3	Spring 2 - Healthy Me	Fit and Healthy, Food and Energy, What Do I Know About Drugs?, Being Safe and Getting Help (Fire & Water Safety), Safe or Unsafe, My Amazing Body
4		My Friends and Me, Staying Safe with Friends, Smoking and Vaping, Alcohol, Healthy Friendships, Celebrating My Inner Strength and Assertiveness
5		Smoking and Vaping, Alcohol, Emergency Aid, Body Image, My

		Relationship with Food, Healthy Me
6		Taking Responsibility for My Health, Drugs, Exploitation, Gangs, Emotional and Mental Health, Managing Stress and Pressure
3	Summer 1 - Relationships	Family Roles and Responsibilities, Friendship, Thinking Critically - Online Safety, Global Connections and Thinking Critically, Being a Global Citizen, Celebrating My Web of Relationships
4		Jealousy, Love and Loss, Memory Box, Getting on and Falling Out, Girlfriends and Boyfriends (a relationship I may choose but not until I am older), Celebrating My Relationships with Friends and Animals
5		Recognising Me, Safety with Online Communities, Being in an Online Community, Online Gaming, My Relationship With Technology: Screen Time, Relationships and Technology
6		What Is Mental Health?, My Mental Health, Love and Loss, Power and Control, Being Online - Real or Fake?, Using Technology Responsibly
3	Summer 2 - Changing Me	The Little Book of Big Freedoms (book), PANTS - NSPCC, Speak Out, Stay Safe - NSPCC, Keeping Ourselves Clean, Family Stereotypes, Looking Ahead
4		Unique Me, Circles of Change, Accepting Change, Dogs Don't Do Ballet (book), The Invisible (book), Looking Ahead
5		Self-Image and Body-Image, Puberty for Girls and Boys, King and King (book), Looking Ahead 1, Looking Ahead 2
6		My Self Image, Babies - Conception to Birth, PANTS - NSPCC, Adolescent Friendships, Real Self and Ideal Self, The Year Ahead

In addition to our detailed Relationships and Sex Education scheme, we value the support of workshops depending on quality and availability. This has included NSPCC Assemblies, Internet and Online Safety days, Mental Health and Wellbeing Weeks and additional workshops to revisit learning in Road Safety and early Finance.

Appendix 1: Parent form: withdrawal from sex education within RSHE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	