

Relationships and Sex Education Policy

Academic Year 2026-2027



Version and Date		Action	Date to be Reviewed
8.1	05.12.2025	Amended KCSIE Date	1 Year – July 2026
9.0	30.06.2026	Approved By Trust Board	1 Year – June 2027

1. Policy Statement

This policy outlines the approach of Connect Education Trust to delivering high-quality Relationships and Sex Education (RSE) and Health Education across all its schools, in line with statutory guidance from the Department for Education (2025) and duties under the Equality Act 2010. It aims to ensure that all pupils receive their entitlement to an education that prepares them for adult life by promoting health, wellbeing, emotional and social development, and positive relationships, including understanding and respecting diversity.

2. Policy Scope

This policy applies to all schools in the Trust, covering all pupils, staff, parents/carers, governors, trustees, and any external agencies involved in delivering RSE and Health Education. It reflects the statutory requirement to provide RSE and Health Education to all pupils receiving secondary education and Relationships and Health Education in primary schools.

3. Aims of RSE

The RSE and Health curriculum in Connect aims to help pupils understand:

- Self-respect, confidence, and empathy
- Characteristics of a healthy family (commitment, stability, care, security etc.) and how to recognise/respond if a family relationship is making them feel unhappy/unsafe
- Respecting differences in others' families
- Recognise and challenge all forms of discrimination as defined under the **Equality Act 2010**, including those based on sex, race, disability, religion or belief, sexual orientation, gender reassignment, or age
- That marriage (civil or religious) is a formal/legal commitment intended for life
- The importance of friendships and their characteristics (caring, respect, trust, loyalty, kindness etc.) and how to recognise/respond if a friendship is making them feel unhappy/unsafe
- Respect and respecting difference (including self-respect, bullying, cyberbullying, stereotyping, permission-seeking/giving)
- Online risks (people, relationships, data) and how to stay safe online/report concerns
- Being safe through boundaries, privacy, a person's body belonging to them, responding appropriately to adults, how to recognise/report feeling unsafe and abuse
- The importance of their physical, emotional, and moral development
- Factual information about reproductive health
- Skills to enable them to make healthy responsible choices about their health and wellbeing (including mental health)
- How to move more confidently and responsibly into adolescence
- Basic first aid
- The facts/risks with smoking, alcohol, and drugs

4. Statutory Requirements

This policy has been developed with regard to:

- DfE Statutory Guidance (2025) on RSE and Health Education;
- Children and Social Work Act 2017;
- Education Act 1996;
- Equality Act 2010;
- Keeping Children Safe in Education; (Latest edition)
- SEND Code of Practice 2015

All schools within the Trust are required to provide Relationships and Health Education at primary level and Relationships and Sex Education at secondary level. Some aspects of sex education are also delivered as part of the National Curriculum for Science at both key stages.

5. Definition of RSE

RSE is the lifelong learning about relationships, emotions, health, human biology, sexuality, sexual health and personal safety. The focus is on enabling pupils to make informed decisions about their wellbeing, health, and relationships and to build self-efficacy in managing new situations as they arise.

6. Curriculum Content and Delivery


The RSE and Health Education curriculum is age-appropriate, inclusive, and delivered sensitively to respect the diverse backgrounds, beliefs, and experiences of all pupils.

Relationships and Sex Education is delivered through:

- National curriculum subjects (e.g., citizenship, science, computing, PE, RE)
- Themes and topics within PSHE
- Spiritual, moral, social, and cultural provision
- Pastoral, circle time, check-ins, and assemblies

Use of external agencies/organisations to enhance existing delivery - The school will ensure appropriate checks are completed on any visitors to ensure their credentials and that the delivery is in line with the planned programme.

Relationships in Primary Schools, pupils learn about:

- Families and people who care for them;
 - Caring friendships;
 - Respectful and kind relationships;
 - Online safety and awareness;
 - Being safe; teaching the correct names for body parts
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- Physical changes associated with puberty.

Sex Education (Primary):

- Any additional non-statutory sex education content (beyond Science) is delivered sensitively and with parental consultation in primary schools.
- While sex education is **not compulsory in primary schools**, the Department for Education recommends that schools teach it in Years 5 and/or 6.
- The Trust chooses to teach sex education to ensure pupils are prepared for the transition to secondary school and to complement the National Curriculum for Science.
- The school will **proactively consult parents** on the specific content and timing of any sex education taught.
- The focus of these lessons is on providing a **factual description of human conception and birth**.
- Parents have a **legal right to request that their child be withdrawn** from this non-statutory sex education (any content taught outside the Science curriculum)

Relationships and Sex Education in Secondary Schools, pupils learn about:

- Families and different types of committed relationships, including marriage and civil partnerships;
- Respectful relationships, including friendships;
- Online and media influences; opportunities to discuss the influence of harmful sub cultures
- Being safe in different contexts, including consent and exploitation; kindness and care in sexual relationships and the impact of power dynamics
- Intimate and sexual relationships, including contraception, fertility, pregnancy, miscarriage, and sexual health.

Science Curriculum Requirements:

All pupils receive statutory sex education through the Science curriculum, which includes:

- The main external body parts;
- Human reproduction (including fertilisation, pregnancy, and birth);
- The physical and emotional changes of puberty.

Health Education in Primary Schools, pupils learn about:

- General Wellbeing
- Wellbeing online
- Physical health and fitness
- Healthy eating
- Drugs, alcohol, tobacco and vaping
- Health protection and prevention
- Personal safety
- Basic first aid
- Developing bodies (including the human lifecycle and puberty)

Health Education in Secondary Schools, pupils learn about:

- Mental wellbeing
- Wellbeing online
- Physical health and fitness
- Healthy eating

- Drugs, alcohol, tobacco and vaping
- Health protection and prevention, and understanding the healthcare system
- Personal safety
- Basic first aid
- Developing bodies

7. Answering Pupil Questions

A safe, respectful classroom climate is established where pupils feel comfortable asking questions. Staff respond in an honest, age-appropriate, and factual manner, ensuring that responses align with curriculum aims and the school's safeguarding responsibilities. Inappropriate or overly personal questions may be deferred, and if safeguarding concerns arise, these will be addressed following the school's **Child Protection and Safeguarding Policy**.

8. Assessment, Monitoring and Evaluation

Assessment of RSE focuses on pupils' knowledge and understanding, not personal beliefs or values. Teachers will assess learning through:

- Class discussions;
- Self-reflection tasks;
- Quizzes and written work;
- Teacher observation.

The impact of RSE provision is monitored via:

- Pupil voice activities;
- Staff reflection and feedback;
- Parent/carer consultations;
- Lesson observations and learning walks;
- Curriculum reviews by subject leaders and SLT.

Findings inform future planning to continually improve provision across the Trust.

9. Working with Parents and Carers

The Trust recognises that parents/carers are the primary educators of their children in matters of relationships and sexuality. To support this, schools will:

- Consult parents/carers on the RSE curriculum and policy development;
- Provide clear, accessible information regarding lesson content and delivery: For example: websites, leaflets, workshops and portals. Individual schools will provide further information on how they share via their website.
- Provide parents/carers all curriculum resources and discuss any concerns as is their parental rights;
- Respect the right of parents/carers to withdraw their child from some or all aspects of **non-statutory sex education** in primary settings and secondary sex education outside the National Curriculum for Science, following a written request and discussion with the Headteacher. Parents cannot withdraw

their children from Health Education or from topics taught as part of the Science curriculum, including puberty and sexual reproduction.

10. Use of Visitors and External Agencies

External visitors (e.g., school nurses, health professionals, charities) may be invited to enhance the RSE curriculum. They are carefully selected to ensure:

- They meet the Trust's safeguarding standards;
- Their content and approach reflect the school's values and curriculum aims;
- They work alongside school staff rather than deliver lessons independently;
- The content is age-appropriate and fully inclusive.

All such input is monitored and evaluated for impact and suitability.

11. Equalities and Inclusion

In accordance with the **Equality Act 2010**, the RSE curriculum is designed to:

- Foster respect for all individuals regardless of their protected characteristics;
- Acknowledge and reflect the diversity of the school community;
- Ensure that all pupils, including those identifying as LGBTQ+, see themselves and their families represented in the curriculum;
- Provide information that prepares pupils for life in modern Britain, promoting tolerance and understanding.

12. Safeguarding

Effective RSE supports safeguarding by teaching pupils to:

- Understand and manage risk;
- Recognise unhealthy, exploitative, or abusive relationships;
- Know how to seek help and report concerns to trusted adults or agencies.

This supports and complements the school's wider safeguarding policies and procedures.

13. Roles and Responsibilities

- **Trust Board/Governors:** Ensure the policy complies with statutory guidance and reflects Trust values.
- **Headteachers:** Implement the policy within their schools, ensuring appropriate curriculum delivery and staff training.
- **PSHE/RSE Leads:** Develop and monitor the RSE curriculum and liaise with parents and external providers.
- **Staff:** Deliver RSE confidently and sensitively in accordance with the policy.
- **Parents/Carers:** Support their child's understanding and participate in curriculum consultation.

14. Monitoring and Review

The Trust Board and school leaders will review this policy annually —or earlier if national guidance changes— to ensure that it remains effective, inclusive, and relevant. Pupil, staff, and parental feedback will inform this process.

