

ACET Relationships, Sex and Health Education (RSHE) Policy

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APPROVED BY: Trustees



Excellence



Equity



Empowerment

DOCUMENT CONTROL		
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This policy remains valid until it is reviewed and replaced; it does not expire by date alone. Policies are reviewed annually, or sooner if required by statutory or legislative changes, in line with best practice		
Policy Lead / Author	Executive Principal / C. Keeton	
Version Number	Date Issued	Updated Information
V2	September 2023	As primary academies, we must provide relationships education to all pupils under section 34 of the Children and Social Work Act 2017. We follow the National Curriculum, and we are expected to offer all pupils a curriculum that includes the elements of sex education contained in the science curriculum. In teaching RSE, we're required by our funding agreements to have regard to guidance issued by the secretary of state, as outlined in section 403 of the Education Act 1996. We also have regard to legal duties set out in: • Sections 406 and 407 of the Education Act 1996 • Part 6, chapter 1 of the Equality Act 2010 • The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities 2. Teaching and Learning Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including: • Families and people who care for me • Caring friendships • Respectful relationships • Online relationships • Being safe

		Appendix 2 Example of Outline of topics covered Appendix 3 Department for Education – Statutory Guidance on Relationship Education (Primary) Updated 13 September 2021.
V3	September 2024	Delay due to awaiting Statutory guidance which has been suspended. Policy reviewed with no changes.
V4	September 2025	Policy reviewed with no changes.
V5	September 2026	Policy updated in line with consultation and new statutory guidance.

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1. Introduction and Statutory Requirements

All schools with a primary phase need to provide relationships education and health education.

We must have an RSE policy in place and we must proactively engage and consult parents/carers when we develop and review it, and publish our RSE policy on our school's website, and provide a copy to anyone who asks for one.

This policy has been developed in consultation with parents/carers, staff, pupils and governors. It sets out our approach to teaching relationships education and health education and explains our approach to sex education (which is not compulsory at primary level).

We must follow the new guidance from September 2026.

2. Policy Aims

Our RSHE curriculum aims to:

Enable pupils to make informed and ethical decisions about their wellbeing, health and relationships.

Prepare pupils for the opportunities and responsibilities of adult life.

Promote pupils' moral, social, mental and physical development.

Support pupils to cultivate positive characteristics including resilience, self-worth, self-respect, honesty, integrity, courage, kindness, and trustworthiness.

Help pupils understand and identify when things are not right, supporting prevention of harms.

3. Relationships Education. What we will across the primary years:

Families and people who care for me:

- That families are important for children growing up safe and happy because they can provide love, security and stability.
- The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice

Caring friendships:

- How important friendships are in making us feel happy and secure, and how people choose and make friends.
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- That not every child will have the friends they would always like that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.
- The characteristics of friendships that lead to happiness and security.
- How to manage conflict and that resorting to violence is never right.
- How to recognise when a friendship is making them feel unhappy or uncomfortable.

Respectful, kind relationships:

- How to pay attention to the needs and preferences of others, including in families and friendships.
- The importance of setting and respecting healthy boundaries.
- How to communicate effectively and manage conflict with kindness and respect.
- That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different.
- Practical steps they can take to improve or support their relationships.
- The conventions of courtesy and manners.
- What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.
- The different types of bullying and how to get help.

Online safety and awareness:

- That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships.
- How to critically evaluate their online relationships and sources of information.
- That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact.
- The importance of exercising caution about sharing information online.
- That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support.

Being safe:

- What sorts of boundaries are appropriate in friendships with peers and others (including online).
- The concept of privacy and its implications for both children and adults.
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.
- How to respond safely to adults they may encounter.
- How to recognise when a relationship is harmful or dangerous.
- How to report abuse, concerns or feelings of being unsafe.
- How to ask for advice or help and to keep trying until they are heard.

How we will teach it

Relationships education will be taught as part of the curriculum.

Teaching will be delivered by a familiar adult to the children, usually the class teacher.

Any new schemes adopted will reflect national guidelines.

Teaching will be age-appropriate and sensitive to pupils' needs.

4. Health Education. What we will across the primary years:

General wellbeing:

- The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness.
- The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations.
- That worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.
- How to recognise feelings and talk about their own and others' feelings.
- That isolation and loneliness can affect children, and the benefits of seeking support.
- That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.

- That change and loss, including bereavement, can provoke a range of feelings.
- Where and how to seek support, including who in school to speak to.
- That it is common to experience mental health problems, and early support can help.

Wellbeing online:

- The benefits of limiting time spent online, the risks of excessive time spent on electronic devices.
- How to consider the impact of their online behaviour on others.
- Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.
- The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms.
- How to take a critical approach to what they see and read online.
- That abuse, bullying and harassment can take place online and that this can impact wellbeing.

Physical health and fitness:

- The characteristics and mental and physical benefits of an active lifestyle.
- The importance of building regular physical activity into daily routines.
- The risks associated with an inactive lifestyle.

Healthy eating:

- What constitutes a healthy diet (including understanding calories and other nutritional content).
- Understanding the importance of a healthy relationship with food.
- The principles of planning and preparing healthy meals.
- The characteristics of a poor diet and associated risks.

Drugs, alcohol, tobacco and vaping:

- The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking.

Health protection and prevention:

- How to recognise early signs of physical illness.
- About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage.
- The importance of sufficient good quality sleep for health.
- About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste.
- About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
- The facts and scientific evidence relating to vaccination and immunisation.

Personal safety:

- About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.
- How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.

Basic first aid:

- How to make a clear and efficient call to emergency services if necessary.
- Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.

Developing bodies:

- About growth and other ways the body can change and develop, particularly during adolescence.
- The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples.
- The facts about the menstrual cycle, including physical and emotional changes.

5. Sex Education

Primary schools are not required to provide sex education, but the DfE recommends teaching sex education in Years 5 and/or 6, in line with content about conception and birth, which forms part of the National Curriculum for science.

Our approach:

We will be teaching age-appropriate sex education in Year 6. This will include:

- Teaching in years 6, in line with content about conception and birth that is covered in the science National Curriculum.
- Making sure pupils are prepared for the changes that adolescence brings, including growth and body changes and the menstrual cycle.

The content of these lessons will be shared with parents in advance and parents will have the right to withdraw their child (see below).

6. Parents' Right to Withdraw from Sex Education

In primary schools, we must allow parents/carers to withdraw their child from part or all of sex education.

Parents/carers cannot withdraw their child from the relationships education in RSE, health education, or content that is taught as part of the science curriculum.

Process for withdrawal:

Parents/carers should submit a written request to the Principal, using the info@ address.

We will meet with parents/carers, if possible, to discuss the impact of withdrawing the pupil from sex education, and the pupil hearing an account of what happened in lessons from their peers, which might be inaccurate.

We will honour parents'/carers' request to withdraw their child, even if they do not want to discuss it.

If a pupil is withdrawn, it is the school's responsibility to make sure that pupil receives appropriate, purposeful education during the withdrawal period.

7. Inclusive Teaching

Our teaching needs to reflect current law as it applies to relationships, so our pupils understand what the law does and does not allow. Staff must comply with our school's requirements under the Equality Act 2010 and Public Sector Equality Duty when planning and teaching RSE, to create an inclusive classroom.

LGBTQ+ content:

We will teach about healthy loving relationships and include same-sex parents/carers when discussing families.

Our RSHE will cover the "facts and the law" about biological sex and gender reassignment, including that legal rights may differ based on biological sex, and that all people with protected characteristics, including sexual orientation and gender reassignment, have protection from discrimination.

We will not:

Use materials that use cartoons or diagrams that oversimplify gender identity or perpetuate stereotypes.

Endorse any particular view or teach it as fact, e.g. we will not teach as fact that all people have a gender identity.

Suggest that social transition is a simple solution to feelings of distress or discomfort.

Pupils with SEND:

We will ensure content is accessible to all pupils, including those with SEND.

8. Safeguarding

RSHE plays an important role in safeguarding. If a pupil makes a disclosure or raises a concern during RSHE lessons, staff will follow our school's safeguarding policy.

Staff will ensure pupils know:

How to seek help if they are worried.

Who they can talk to in school.

That they will be listened to and supported

9. Staff Training and Support

All staff involved in delivering RSHE will receive training on:

The content of this policy and our curriculum

Age-appropriate teaching approaches

Handling sensitive topics and difficult questions

Safeguarding procedures

Creating an inclusive classroom

10. Monitoring and Evaluation

This policy will be monitored through:

Lesson observations

Learning walks

Work scrutiny

Pupil voice activities

Staff feedback

Parent/carers feedback

11. Related Policies

This policy should be read alongside:

Safeguarding and Child Protection Policy

Behaviour Policy

Anti-Bullying Policy

[Online Safety Policy](#)

[Equality and Diversity Policy](#)

[SEND Policy](#)