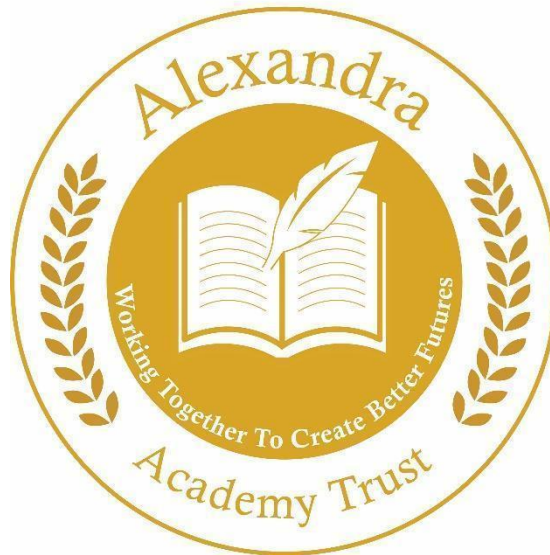


Alexandra Academy Trust



RSHE Policy

Approved by:	Trust Board	Date: Summer 2026
Last reviewed on:	Summer 2026	
Next review due by:	Summer 2027	

Alexandra Academy Trust **Relationships, Sex and Health Education Policy**

Academy Mission Statement

'Working together to create better futures'

Introduction

The updated statutory guidance on Relationships, Sex and Health Education (RSHE) became compulsory for all schools in England from September 2026. It replaces the previous 2019 framework with a stronger focus on online harms, foundational body safety, and age-appropriate discussions surrounding respect and consent.

This policy outlines the purpose, nature and management of the RSHE education taught within the Alexandra Multi-Academy Trust. The policy has been agreed by all staff, is supported by the Board of Trustees and is compliant with 2026 statutory guidelines.

The implementation of this policy is the responsibility of all teaching staff.

Aims

The policy aims to promote the spiritual, moral, cultural, mental and physical development of pupils within the Alexandra Multi-Academy Trust, preparing them for the opportunities, responsibilities and experiences of adult life.

Staff within the Alexandra Multi-Academy Trust attempt to meet the academic, creative, emotional and physical needs of their children at all times. These needs are continually changing with the age and maturation of the children. In terms of RSHE, we endeavour to meet the children's individual needs and deal sympathetically with their questions as they arise. At such times, it may be necessary to seek further professional assistance or advice.

All RSHE content will be delivered in a factual, balanced, and age-appropriate manner. Staff do not promote personal beliefs or opinions, and ensure that teaching reflects the law and statutory

guidance, particularly when addressing sensitive or contested topics. Staff will strive to create an environment in which pupils are comfortable to ask questions and discuss without shame or fear of prejudice.

RSHE is supported by the the Academy's wider curriculum for Physical Development, Citizenship, Computing and Science. Schemes of work are used to support the planning of RSHE/ PSHE from Reception to Year 6. An overriding aim will be to develop an understanding of the importance of stable and loving relationships, respect, love and care.

We further aim to:

- Provide all children with equal access to a rich, broad, balanced and differentiated curriculum matched well to their ages, abilities, interests, aptitudes and additional needs
- Increase children's knowledge, skills and understanding as they mature and develop and strengthen their connections with the world around them
- Provide a carefully planned, structured and personalised curriculum to meet the needs of all children, including those with SEND and those who are from disadvantaged backgrounds.
- Ensure that learning is continuous and that children make the best progress in the development of their learning
- Engage the children's interest by offering excellent opportunities to extend creative learning, challenge their imagination, value originality and to encourage and motivate them to want to learn
- A curriculum which is exciting and offers children first-hand experience to reinforce their learning and to underpin their growing knowledge, skills and understanding of the world

Delivery of RSHE

RSHE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSHE are taught within the science curriculum (for example, naming body parts and changes in the human body over time) Some aspects of online safety are taught through the computing curriculum. Other aspects are included in religious education (RE).

Lessons which contain elements eg/ naming of private body parts, puberty, conception etc will be taught with two members of staff (a teacher or teaching assistant) present in the room. This may, at times, be supported by a health professional such as a school nurse and/or

information provided by these external health agencies eg/ school nurse team.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families (including diverse family backgrounds) and people who care for me
- Caring friendships
- Respectful and healthy relationships
- Avoiding harmful attitudes within relationships
- Online relationships
- Being safe

These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

The curriculum will include age-appropriate teaching on online safety, including privacy settings, personal data, online scams, gaming-related risks, age restrictions, online influence, manipulation, misinformation and how to seek help when concerned about online activity.

Pupils will be taught body boundaries, personal privacy, safe and unsafe secrets, consent through age-appropriate concepts of permission-seeking and bodily autonomy, and how to identify trusted adults they can speak to if worried.

Teaching will be grounded in factual, evidence-based content. Pupils will learn about protected characteristics under the Equality Act 2010 in an age-appropriate manner. Teaching will be respectful and inclusive whilst ensuring that contested views are not presented as established fact.

Our RSHE curriculum acknowledges biological sex as a protected characteristic under the Equality Act 2010. Teaching will reflect the legal understanding that sex refers to whether someone is male or female and that this is distinct from gender reassignment, which is also protected under the Act.

We will ensure that:

- Teaching is grounded in safeguarding principles and reflects the law, including the Equality Act 2010.

- Content is delivered by trained staff using vetted resources appropriate for primary-aged children.
- Pupils are supported through pastoral care and signposted to trusted sources of help where needed.
- Parents have a clear right to know what is being taught and they may request to see any materials in lessons.
- Parents will be given the opportunity (should they wish) to come into school and discuss any areas of the curriculum or specific lessons that they may have questions or reservations about. All parents will have access to example materials which will be uploaded onto the school website.
- All RSHE resources and contributions from external visitors are reviewed by school leaders to ensure they are age-appropriate, evidence-based, balanced, accurate and consistent with statutory

Speaking & Listening

Speaking and Listening are at the core of learning experiences for all children. Opportunities for developing Speaking and Listening skills are provided by giving children visual strategies as required in all lessons.

British Values

The Academy ethos encompasses British Values, such as respect, tolerance and cooperation.

Roles and responsibilities

Governance

The Trust's local governors and trustees will approve the RSHE policy, and hold the Principal to account for its implementation.

The Principal

The School Principal is responsible for ensuring that the RSHE is taught consistently across the school, in line with the updated statutory guidance and for managing requests to withdraw pupils from non-statutory components of RSHE. Principals should also ensure that all teaching is impartial, evidence-based and free from personal bias or opinion.

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
- Ensuring RSHE education is accessible to all pupils including those with any additional needs or those from a disadvantaged background.
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSHE

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE education are encouraged to discuss this with the school Principal.

Pupils

Pupils are expected to engage fully in RSHE education and, when discussing issues related to RSHE, treat others with respect and sensitivity.

Training & Support

Staff are supported, when required, with the delivery of RSHE education and it is included in our continuing professional development calendar.

The Principal may also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to teaching staff. We encourage other members of the community to work with us to provide advice and support to the children with regard to health education.

Statutory requirements

As a Multi-Academy Trust we recognise our obligation to provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#). We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum, including requirements to teach science which would include the elements of sex education contained in the science curriculum.

As part of a Multi-Academy Trust we teach RHSE as set out in this policy.

Safeguarding

Any RSHE lesson may consider questions or issues that some children will find sensitive. Before embarking on these lessons, ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson.

When pupils ask questions, teachers will aim to answer them honestly, within the ground rules established at the start of the sessions. There is no expectation that any teacher delivering RSHE will automatically answer pupil questions, as this may infringe personal boundaries.

Any situation which indicates knowledge about sex or sexual activity which is inappropriate for the pupil's age should be addressed and any concerns emerging from conversations should be shared with the Designated Safeguarding Lead.

*Parents may request withdrawal only from any additional non-statutory sex education beyond National Curriculum Science, for example discussion around sexual intercourse and contraception. Menstruation and naming of body parts is included in Health Education and therefore **is a statutory part of the curriculum.***

Parents/Carers wishing to withdraw their child from the sex education part of RSHE programme must put their wishes and concerns in writing, addressed to the Principal. This letter must then be followed up with a phone call.

Implementation & Curriculum Organisation

- In Nursery, RSHE Education focuses on celebrating differences and challenging gender stereotypes in Early Years Foundation Stage. Learning is centred around a given list of stories for the children to engage with. This learning is then reiterated through targeted provision.
- Reception to Year 6 follow a scheme of work. Each year group has a long-term overview and individual lesson plans. These individual lesson plans can be personalised to each cohort if required.
- The school may teach age-appropriate sex education in Upper Key Stage 2 to prepare pupils for transition to secondary school. Any content beyond National Curriculum Science will be identified clearly to parents and parents, who will be informed of their right to request withdrawal from these specific lessons.
- The 'No Outsiders' scheme is threaded into the curriculum to support each module and taught throughout the year, including during assemblies. Lessons involve lots of discussions as well as some written work, that is recorded in pupil RSHE books.
- The Early Years curriculum is also supported by the Development Matters in the Early Years Foundation Stage (EYFS) which supports teachers in implementing the statutory requirements of the EYFS. The

curriculum consists of seven areas of learning and the staff plan activities to support learning in all areas

- Short-term planning will set out clear learning objectives and an inclusive strategy for adapting teaching and learning to meet the needs of all learners, including those with SEND/other barriers to learning.
- The Subject Leadership team will lead, manage, monitor, evaluate and review the PSHE curriculum. Teachers will be given good opportunities to use their subject expertise to enhance the PSHE curriculum
- An overview of the curriculum for each Year Group is available on the individual school website.

Adaptive teaching

- Adaptations will be by outcome or support. Staff are aware of the importance of adaptations, using appropriate teaching strategies and varying pace, by varying content for some children and by varying intervention. The aim will be to maximise the potential of each child in his or her achievement.

Equal Opportunities and Inclusion

Within the Alexandra Academy Trust, it is our aim to provide equal opportunities to all children regardless of race, disability, gender or ethnic background. All lessons are adapted to meet the needs of the individual child to ensure lessons are fully inclusive. The adaptations may be by outcome, task, expectation, support or resources. Teachers are sensitive to the individual needs of children, ensuring that activities are accessible to everyone.

Health & Safety

To ensure the health and safety of all children and staff, the following guidelines must be adhered to:

- All children will be taught the importance of Health and Safety and the appropriate behaviour when working in a curriculum area
- Children are encouraged at all times to respect and care for their working environment, selecting, storing and returning their own materials, tools and equipment tidily, safely and with regard to economy in use
- Teachers are responsible for ensuring that all equipment is safe before it is used

- Termly Health and Safety updates are provided to all staff

Monitoring

Practice and planning is closely monitored to ensure continuity and progression by:

- Reviewing progress at all Key Stages
- Completing an Action Plan
- Learning walks to monitor progress
- Book scrutiny
- Classroom observations
- Pupil voice
- Questionnaires
- Discussions
- Regular update to subject leadership files and to a link governor

Policy development

This policy has been developed in consultation with staff, trust leadership team, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSHE
5. Ratification – once amendments were made, the policy was shared with governors and trustees and approved.

Outcomes

This policy will promote the excellent ethos of the Academy. It will promote the high standards and expectations set out in the Academy aims and Mission Statement. It will promote the children's health, wellbeing and safety.

This RSHE Policy should be read in conjunction with the Academy's policies as below:

This policy should be read in conjunction with:

- Acceptable Use Policy
- Asthma Policy
- Anti-bullying Policy
- First Aid Policy
- Cared for Children Policy
- Children Missing in Education
- Child Protection and Safeguarding Policy
- Complaints Policy
- Curriculum Policy
- Data Protection Policy
- Drugs Policy
- Educational Visits & Overnight Stays Policy
- E-Safety Policy
- First Aid Policy
- Health and Safety Policy and procedures
- Inclusion Policy
- Individual Curriculum Policies
- Intimate Care Policy
- Medicine Policy
- Positive Behaviour Policy
- Single Equality Policy
- Special Educational Needs Policy
- Staff Code of Conduct Policy
- Supporting Children with Medical Needs Policy
- Teaching & Learning Policy
- Whistle-Blowing Policy

The following additional Guidelines MUST be read and adhered to:

- Safer PE – (Safe Practice in PE and Sport in Schools)
- CLEAPSS – (Health & Safety Advice in Science, Technology and Art)

This policy will reviewed annually and updated sooner if statutory guidance changes.