



# Relationships, Sex and Health Education (RSHE) Trust Policy

|                                   |                                                                      |
|-----------------------------------|----------------------------------------------------------------------|
| <b>Policy type</b>                | Trust wide with local context (Tier 3). Taken from The Key           |
| <b>Review</b>                     | Every three years                                                    |
| <b>Author/Responsible Officer</b> | Governance Officer                                                   |
| <b>Approved by</b>                | Trust Board                                                          |
| <b>Date of approval</b>           | February 2026 for implementation from 1 <sup>st</sup> September 2026 |
| <b>Date of next review</b>        | April 2028                                                           |

This policy is a mandatory policy for all DSAMAT Academies and must be implemented with localised amendments

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## **Our mission, vision and values**

The Trust has a clear **mission** at its core, ensuring that all pupils are enabled to flourish, rooted in God's Love - academically, socially, spiritually, physically and mentally. This is central to our work and rooted in our Christian foundation (John 10 v 10). Our commitment to mutual flourishing within the school community is built upon our shared belief in Church of England principles. In our Trust, just as in the wider Church of England community, 'flourish' refers to prospering, thriving and growing. It means prayerfully encouraging all within our schools so that they might prove fruitful, successful and contented in the longer term. We seek to provide space generously for all to flourish in life and all of its structures. Equitable treatment for all pupils, staff and the wider community is a core part of enabling this long term, holistic flourishing.

We have a clear **vision** about creating successful schools for the benefit of their communities and we expect every school in the Trust to continuously improve. All schools provide rich and diverse curricula which evolve to meet the needs of their children and local communities, as well as delivering educational excellence to enable them to continue to flourish in later life.

The way we work and deliver against our mission is critical to our Trust. We have shared, agreed **values** of:

Hope; Nurture; Equality; Respect; Collaboration

The Trust's vision is underpinned by a Christian values framework which is adopted by all schools. It provides clear expectations for all Trust employees on how we wish our values to impact on all areas of school life. It draws on, and is informed by, the National Church of England Vision for Education and the Diocesan Board of Education Vision.

Each school within the Trust has a personalised vision for education, developed locally to reflect the individual character and needs of the school community. This vision is underpinned by the Trust's wider vision, and agreed with the Trust, but it is owned and driven by the headteacher and their LGB.

## **Our community**

The Trust are dedicated to delivering education that serves local communities. Our schools are inclusive, welcoming those from all and no faiths, from all abilities and backgrounds. We believe in providing a high-quality education, underpinned by Christian values, which enables every child to flourish.

Underpinning all of the Trust's work is a belief in educational excellence. The Trust serves all stakeholders by providing schools with the highest levels of academic rigour and pastoral care.

Our schools are places where children and young people develop and thrive intellectually, socially, culturally, and spiritually. All of the Trust's schools teach a broad and balanced curriculum within national guidelines focusing on core skills. This is designed to ensure that all pupils reach their academic potential and seek to enrich their experience along the way. Pupils will be enabled to succeed in an atmosphere of high expectation, aspiring to educational excellence with a firm foundation of values.

This policy forms part of our Trust governance and ensures that we are held to the highest standards as we carry out our duties.

## **Statement of Intent**

This is the Diocese of St Albans Multi-Academy Trust (DSAMAT) over-arching Relationships and Sex Education policy and must be implemented and adhered to in each of the academies within the Diocese of St Albans Multi Academy Trust along with those working within the central team. This policy will also be implemented and adhered to from the first day of any other school joining the Trust.

Throughout the document, the Diocese of St Albans Multi Academy Trust will be referred to as DSAMAT and lower, junior and primary schools will be referred to collectively as primary schools.

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## 1. Aims

The aims of relationships and sex and health education (RSHE) in our trust are to:

- Provide a framework in which sensitive discussions can take place
- Provide children and young people with the knowledge and skills that enable them to make an informed decision about their wellbeing, health and relationships.
- Prepare pupils for the opportunities and responsibilities of adult life and promote their moral, social, mental and physical development.
- Provide effective teaching to support the prevention of harms by helping young people understanding and identify when things are not right. puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Provide Relationships Education for all children receiving a Primary Education and Relationships and Sex Education for all pupils receiving a Secondary Education.
- Help children and young people to cultivate positive characteristics including: resilience, self-worth, self-respect, honesty, integrity, courage, kindness and trustworthiness
- Provide children and young people with a clear understanding about puberty and the importance of health and hygiene.
- Provide our Secondary age pupils with an understanding of sexual development, and create a positive culture around sexuality and relationships.
- Teach children and young people the correct vocabulary to describe themselves and their bodies, in an age appropriate and progressive way.

## 2. Statutory requirements

In our primary academies, we must provide relationships education to all pupils as per section 34 of the [Children and Social Work Act 2017](#). This legislation also requires us to provide RSHE to all pupils at our secondary academies.

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. This would include the elements of sex education contained in the science curriculum at primary level.

In teaching RSHE, 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



In our Trust we teach RSHE as set out in this policy.

### 3. Policy development

Parents must be consulted when making changes to the RSHE policy, and it is good practice to consult with staff and pupils, too. The text below is how DSAMAT schools will do this.

The localised aspects of this policy will be developed in consultation with staff, pupils and parents/carers. The consultation and policy development process should include the following steps:

1. Review – The lead for PSHE / RSHE compiles all relevant information linked to the delivery of the RSHE Curriculum
2. Staff consultation – staff across all schools are given the opportunity to review the policy and make recommendations
3. Parent/stakeholder consultation – parents/carers are invited to review the draft policy and raise any points for due consideration
4. Pupil consultation for Secondary Age pupils – we investigate what exactly pupils want from their RSHE
5. Approval – if any amendments to the trust aspects of the policy are proposed, it will be resubmitted to the board of trustees for consideration and approval.

### 4. Definition

For the purpose of this policy:

RSHE is about the emotional, social and cultural development of pupils, and involves learning about 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.

### 5. Curriculum

Our RSHE curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents/carers, pupils and staff, and taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

We will share any curriculum resources and materials with parents and carers upon request.

Curriculum delivery in our schools will ensure the following key principles are assured:

- Engagement with children and young people: An inclusive and well-sequenced RSHE curriculum informed by meaningful engagement with pupils to ensure the curriculum is relevant and engaging
- Engagement and Transparency with Parents: Engage with parents on the content of RSHE and be transparent about all the materials used in RSHE. Parents have the right to withdraw their children from sex education and schools should ensure parents are aware of the education content within lessons in advance.
- Positivity: Focus on building positive attitudes and skills, promoting healthy norms about relationships, including sexual relationships, where relevant and about health, including mental health.
- Careful Sequencing: Schools should cover all statutory topics and sequence teaching so that pupils are supported and equipped with the knowledge to navigate different experiences in a positive way, before they occur, to prevent harms.



- Relevant and Responsive: The curriculum should be developed to be relevant, age and stage appropriate and accessible to all.
- Skilled delivery of participative education: Delivered by school staff, or external providers who have the knowledge, skills and confidence to create a safe and supportive environment and to facilitate participative and interactive education which aims to support and not to alarm pupils.
- Whole School approach: The curriculum is best delivered as part of a whole school approach to well-being and positive relationships, supported by other school policies. Including behaviour and safeguarding.

Primary sex education will focus on:

- Preparing children for the changes that adolescence brings
- The teaching of life cycles and reproduction in animals and humans
- Positive and respectful relationships

For more information about our curriculum, see our curriculum map in Appendix 1

## 6. 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.

The trust will make sure that:

- Core knowledge is sectioned into units of manageable size
- The required content is communicated to pupils clearly, in a carefully sequenced way and within a planned scheme of work
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge, so that it can be used confidently in real-life situations
- Adaptations are made to support all learners to ensure the content of the curriculum is accessible

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

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Online relationships
- Being safe

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings

Throughout each year group we will use material to assist learning, such as:

- Diagrams
- Videos

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- Books
- Games
- Discussions and practical activities

Teachers will make sure that all pupils' views are listened to, and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the ages of the pupils.

The programme will be designed to focus on boys as much as girls, and activities will be planned to make sure both are actively involved.

The trust will make sure that all teaching and materials are appropriate for the ages and needs of the pupils including any additional needs, such as special educational needs and disabilities (SEND).

At all points of delivery of the curriculum, the schools will consult parents and carers, and their views will be valued. What will be taught and how will be planned in conjunction with parents and carers.

For more information about our RSHE curriculum, see Appendix 1

## 7. Use of external organisations and materials

Across our trust, we will make sure that any external organisations and associated materials used are appropriate and in line with our legal duties around political impartiality.

We remain responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Our academies **will**:

Make appropriate checks and engage with external agencies (if used) to make sure that their approach to teaching about RSHE is balanced, and it and the resources they intend to use:

- Are age-appropriate
- Are in line with pupils' developmental stage
- Comply with:
  - This policy
  - The [Teachers' Standards](#)
  - The [Equality Act 2010](#)
  - The [Human Rights Act 1998](#)
  - The [Education Act 1996](#)
- Only work with external agencies where they have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
  - What they're going to say
  - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow usual safeguarding procedures for these people



- Conduct a basic online search and address anything that may be of concern to the school, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Share any external materials with parents and carers
- Our academies **won't**, under any circumstances:
  - Work with external agencies that take or promote extreme political positions
  - Use materials produced by such agencies, even if the material itself is not extreme
  - Work with agencies who don't allow their material to be shared with parents and carers

## 8. Roles and responsibilities

### 8.1 The board of trustees

The board of trustees will approve the RSHE policy, and hold the Headteachers to account for its implementation through the CEO.

### 8.2 CEO

The CEO will:

- Work with the Director of Education and Headteachers to make sure they can implement the policy in their school
- Report to the board of trustees on any issues with its implementation across the trust

### 8.3 The Headteacher

The headteacher is responsible for ensuring that RSHE is taught consistently across their school, for making sure that resources and materials are shared with parents and carers, and for managing requests to withdraw pupils from non statutory components of RSHE (see section 9).

### 8.4 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/carers wish them to be withdrawn from the non statutory components of RSE

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.

### 8.5 Pupils

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



## 9. Training

Staff are trained on the delivery of RSHE as part of their induction and it is included in our continuing professional development calendar.

The headteacher may also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSHE.

## 10. Monitoring arrangements

The delivery of RSHE is monitored by the headteacher and DSL through lesson observations, pupil voice, book looks and learning walks.

Pupils' development in RSHE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed every three years. At every review, the policy will be approved by the Trust Board via the EE Committee.



## Appendix 1: Curriculum map

### Relationships, sex and health education curriculum map for Thomas Whitehead CE Academy

| YEAR GROUP | TERM     | TOPIC/THEME DETAILS                                                                                                                                                                                                                                                                                                                                           | RESOURCES |
|------------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| Year 1     | Summer 1 | <u>Relationships</u> <ul style="list-style-type: none"> <li>➤ What makes a family</li> <li>➤ What makes a friend</li> <li>➤ How to greet friends including physical contact (hugs, handshakes)</li> <li>➤ People who help us in our community</li> <li>➤ Celebrate my own qualities and strengths</li> <li>➤ Celebrating special people in my life</li> </ul> | JIGSAW    |
|            | Summer 2 | <u>Changing Me</u> <ul style="list-style-type: none"> <li>➤ Life cycles</li> <li>➤ Developmental changes from baby to now</li> <li>➤ Growing up – changes in my body</li> <li>➤ Learning new things</li> <li>➤ Coping with changes – emotions</li> </ul>                                                                                                      |           |
| Year 2     | Summer 1 | <u>Relationships</u> <ul style="list-style-type: none"> <li>➤ What makes a happy home</li> <li>➤ Keeping safe – physical contact</li> <li>➤ Friendship and conflict (falling out)</li> <li>➤ Good secrets and worrying secrets</li> <li>➤ Trust and appreciation</li> <li>➤ Celebrating special relationships</li> </ul>                                      | JIGSAW    |
|            | Summer 2 | <u>Changing Me</u> <ul style="list-style-type: none"> <li>➤ Life cycles in nature</li> <li>➤ Growing from young to old – aging process</li> <li>➤ Human life cycle - aging</li> <li>➤ Comfortable and uncomfortable touch</li> <li>➤ Transition – looking ahead to my new class</li> </ul>                                                                    |           |
| Year 3     | Summer 1 | <u>Relationships</u> <ul style="list-style-type: none"> <li>➤ Family roles and responsibilities</li> <li>➤ Friendship – what skills make a good friend</li> <li>➤ Online safety</li> <li>➤ World views through social media and online images</li> <li>➤ My Rights as a Child</li> <li>➤ Respectful relationships</li> </ul>                                  | JIGSAW    |
|            | Summer 2 | <u>Changing Me</u> <ul style="list-style-type: none"> <li>➤ How babies grow and roles of males and females in supporting babies</li> <li>➤ Female and male stereotypes (lesson 4 Year 2)</li> <li>➤ Keeping ourselves clean – hygiene</li> <li>➤ Family stereotypes</li> <li>➤ Looking ahead – transition</li> </ul>                                          |           |
| Year 4     | Summer 1 | <u>Relationships</u> <ul style="list-style-type: none"> <li>➤ Jealousy</li> <li>➤ Love and loss – grief</li> <li>➤ Memories</li> <li>➤ Getting on and falling out – friendship</li> <li>➤ Respectful relationships and love</li> <li>➤ Celebrating my relationships with people and animals</li> </ul>                                                        | JIGSAW    |

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| YEAR GROUP | TERM     | TOPIC/THEME DETAILS                                                                                                                                                                                                                                                                                                                    | RESOURCES |
|------------|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
|            | Summer 2 | <u>Changing Me</u> <ul style="list-style-type: none"> <li>➤ What makes me unique</li> <li>➤ Outside body changes (Year 3 lesson 2)</li> <li>➤ Puberty and menstruation</li> <li>➤ Being part of a family</li> <li>➤ Circles of change model</li> <li>➤ Accepting change</li> </ul>                                                     |           |
| Year 5     | Summer 1 | <u>Relationships</u> <ul style="list-style-type: none"> <li>➤ Personal qualities and characteristics</li> <li>➤ Exploring online communities and safety</li> <li>➤ Being part of a online community – respect</li> <li>➤ Online gaming</li> <li>➤ Too much screen time</li> <li>➤ Using technology responsibly</li> </ul>              | JIGSAW    |
|            | Summer 2 | <u>Changing Me</u> <ul style="list-style-type: none"> <li>➤ Self image and body image</li> <li>➤ Puberty for girls</li> <li>➤ Puberty for boys</li> <li>➤ Online stereotypes of teenagers</li> <li>➤ Transition – looking ahead</li> </ul>                                                                                             |           |
| Year 6     | Summer 1 | <u>Relationships</u> <ul style="list-style-type: none"> <li>➤ What is mental health</li> <li>➤ My mental health – thought-feeling-action cycle</li> <li>➤ Love and loss – grief</li> <li>➤ Power and control – strategies for assertiveness</li> <li>➤ Real and fake content online</li> <li>➤ Using technology responsibly</li> </ul> | JIGSAW    |
|            | Summer 2 | <u>Changing Me</u> <ul style="list-style-type: none"> <li>➤ Self image and body image</li> <li>➤ Puberty</li> <li>➤ Romantic relationships – being respectful</li> <li>➤ Adolescent friendships</li> <li>➤ Real self and ideal self</li> <li>➤ Transition into secondary school</li> </ul>                                             |           |



## Appendix 2: By the end of primary school pupils should know

| TOPIC                                 | PUPILS SHOULD KNOW                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|---------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Families and people who care about me | <ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• The characteristics of healthy family life, 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</li> <li>• That others' families, 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</li> <li>• That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>           |
| Caring friendships                    | <ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</li> <li>• How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</li> </ul>                                                                                                                                                                          |
| Respectful relationships              | <ul style="list-style-type: none"> <li>• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul> |

| TOPIC                | PUPILS SHOULD KNOW                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Online relationships | <ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>                                                                                                                                                                                                                                                                                                        |
| Being safe           | <ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul> |