



Relationships, Sex and Health Education (RSHE) Policy

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Relationships, Sex and Health Education (RSHE) Policy

GLOSSARY

CEO	Chief Executive Officer
LGB	Local Governing Body
MAT	Aspire Multi-Academy Trust

1. Equal opportunities statement

ASPIRE Multi Academy Trust (ASPIRE) is committed to promoting equal opportunities and everyone will receive equal treatment regardless of age, disability, gender reassignment, marital or civil partner status, pregnancy or maternity, race, colour, nationality, ethnic or national origin, religion or belief, sex or sexual orientation (protected characteristics).

2. Introduction

This policy outlines the commitment of the schools of ASPIRE to provide effective relationships, sex and health education (RSHE) for all pupils, in support of that offered by parents/carers, who are the first educators of their children in this area. It has been written in accordance with the Department for Education (DfE) Relationships Education, Relationships and Sex Education and Health Education guidance 2019³ and Keeping Children Safe in Education 2020.

From the 1 September 2020, relationships and health education became compulsory for children receiving primary education. To meet the needs of our pupils, our schools will also deliver Sex Education in Year 6 ([see Section 10](#)).

RSHE teaching in our schools contributes to our statutory duty to safeguard children and prepare them for the responsibilities and experiences of adult life. RSHE is planned and delivered in an age-appropriate way throughout our schools.

In line with Nottinghamshire and Southwell Diocesan expectations, our Church of England schools approach Relationships, Sex and Health Education within the context of their distinctively Christian character. Teaching is grounded in the Church of England Vision for Education (Deeply Christian, Serving the Common Good) and reflects our school's Christian values.

- RSHE is therefore delivered in a way that:
- Affirms the worth of every child as made in the image of God.
- Encourages healthy, respectful relationships rooted in dignity, compassion and integrity.
- Supports pupils' spiritual, moral, social and cultural development, preparing them for life in all its fullness.
- Promotes the wellbeing of the whole child—physically, emotionally, socially and spiritually—so that they can flourish as individuals and contribute positively to the community.

Our church schools follow national and statutory requirements for RSHE while drawing upon Diocesan guidance to ensure that the Christian ethos of the school is reflected throughout the curriculum

3. Formulation, dissemination, monitoring and review of policy

In developing our RSHE policy and curriculum we have given due regard to:

- The government's statutory guidance:
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 made under sections 34 and 35 of the Children and Social Work Act 2017
- Section 80A of the Education Act 2002 o Section 403 of the Education Act 1996
- Consultation with the school communities via staff meetings, parent/carers surveys and year group/phase workshops

This policy is available via the ASPIRE website and school's websites. A paper copy can also be requested, free of charge, via our school's office staff at St Peter's East Bridgford C of E Academy whose address is at section 20 below.

The RSHE policy will be reviewed annually by ASPIRE Multi-Academy Trust and the RSHE curriculum by the schools' RSHE Co-ordinator(s). This review will be informed by the following: pupil and staff evaluation of the programme; teacher assessment; changes in legislation and guidance; and parent feedback, for example, through an annual survey.

4. What is RSHE?

In its broadest sense, RSHE is lifelong learning about physical, moral, social and emotional development. Through RSHE, children learn about relationships, diversity, respect, healthy lifestyles, safety, the body and how it changes, reproduction and birth - in a sensitive and age-appropriate way. Our educational aim is to build the foundations of knowledge and skill that will be developed further at secondary school level.

Our schools deliver age appropriate RSHE in order to help keep their pupils safe and to prepare them for adult life.

5. Why RSHE is important

Each academy within ASPIRE is a 'Take Care School' with an underpinning ethos based on promoting inclusion, celebrating diversity and nurturing a respectful attitude - where everyone's beliefs and opinions are recognised and valued.

Our school's aims are to:

- provide an inclusive, welcoming and safe learning environment in which every child is valued, cared for and supported
- offer a broad and balanced curriculum that provides children with the best possible learning opportunities and experiences, enabling them to enjoy their education and develop positive attitudes to learning
- ensure that all children can realise their potential through high quality learning and teaching experiences that promote and value all achievement and raise self-esteem
- inform and encourage all children to adopt a healthy lifestyle by promoting healthy eating, regular exercise and physical and mental well-being
- promote equality, respect and understanding and to provide opportunities for children to learn about and celebrate cultural diversity
- develop an appreciation of the world we live in and an awareness of the environment to encourage children to be responsible citizens of the future

We acknowledge that not all parents/carers will feel confident or comfortable talking to their children about RSHE, therefore our schools' work in this area helps ensure all pupils have the information they need to keep themselves safe and to make positive, healthy choices.

6. Key objectives

The key objectives of our schools' RSHE programme:

- Develop knowledge and understanding of positive and healthy relationships
- Make pupils aware of their rights, especially in relation to their bodies
- Enable the development of social and relationship skills and protective behaviours
- Prepare pupils for the physical and emotional changes of puberty
- Develop understanding of reproduction and birth within the context of loving and caring relationships
- Explore a range of attitudes, values and faith perspectives around aspects of relationships and sex
- Support pupils to use the internet safely and to recognise the benefits and risks that it brings
- Develop pupils' skills around assessing risk and keeping safe
- Enable children to gain the skills and understanding to support the development of healthy bodies and minds
- Enable pupils to recognise and manage their emotions
- Provide pupils with the knowledge and skills to access appropriate support

We reiterate that our RSHE programme is based on the needs of pupils in the school - with learning outcomes appropriate to their age, ability and level of maturity. RSHE will be firmly embedded within our broader curriculum areas, including Science and PE, in addition to more focused learning through RSHE lessons and assemblies.

7. Equality, inclusion and support

Our schools are required to comply with the requirements of the Equality Act 2010. They do so by valuing diversity, encouraging respect for all and promoting tolerance for, and celebration of, difference. They do not discriminate against pupils because of any protected characteristic (age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation). At times, when there is an identified need, they may take positive action through their planning and delivery of RSHE to deal with disadvantages facing those with a particular characteristic.

RSHE will be accessible to all, regardless of gender. Through the delivery of RSHE, teachers will explore gender stereotypes and how they may limit a person's potential and ensure that people of all genders receive information that is relevant to their needs.

There are many different faith and cultural perspectives on aspects of RSHE. Our schools will deliver RSHE in a factual, non-judgmental way - ensuring that teachers do not promote one faith or cultural viewpoint but rather provide a balanced approach that acknowledges the wealth of views and opinions of their community and teaches tolerance. Parents/carers are key partners in RSHE and are best placed to support their children to understand how their learning at school fits with their family's faith, beliefs and values. To support this process, our schools will ensure that parents/carers are made aware of what will be taught and when. They will use a range of materials and resources that reflect

the diversity of our school population and encourage acceptance and tolerance. They do so as they want every child and family to feel included, respected and valued.

Teachers will plan in different ways and use a variety of teaching strategies to meet the needs of individuals. For some children, particularly those with special educational needs and disabilities, a differentiated approach may be necessary to ensure learning outcomes are met – this will be discussed with parents/carers and an individual support plan developed. Some pupils may have experienced adverse childhood experiences that may impact on their ability to engage with RSHE in a variety of ways. Care will be taken to ensure that, where this is the case, parents/carers are consulted about the most appropriate way for the pupil to access the curriculum.

A range of different families and relationships will be explored within RSHE. All children, whatever their identity, developing identity, or family background, need to feel that RSHE is relevant to them and sensitive to their needs. This means that resources and books used will show families of all kinds, including mum/dad, two mums, two dads, fostering, adoption, single parent, extended family and others. This will reflect our school communities and wider society.

8. The curriculum

RSHE will be taught in each year group throughout the school. The curriculum delivered is age-appropriate and progressive, building the children's knowledge, understanding and skills year on year. Our schools work to objectives in each year group that support the outcomes outlined in the government RSHE guidance. To access the learning outcomes for each year group, please contact the school office and ask to speak with the school RSHE co-ordinator(s).

Some elements of RSHE are delivered through National Curriculum Science. These are:

Year Two

Pupils should be taught to:

- notice that animals, including humans, have offspring which grow into adults
- describe the importance for humans of hygiene.

Year Five

Pupils should be taught to:

- describe the changes as humans develop to old age.

Below is a list of topics covered by our RSHE programme:

- families and people who care for me
- caring friendships
- respectful relationships
- online relationships
- being safe
- mental wellbeing
- internet safety and harms
- physical health and fitness
- healthy eating
- drugs, alcohol and tobacco
- health and prevention
- basic first aid
- changing adolescent body

Our schools deliver their RSHE curriculum in numerous ways, including PSHEE sessions, assemblies, golden time and enrichment events.

Further information related to each school's curriculum delivery model and learning outcomes for each year group can be found on the relevant academy website, or contact the academy

9. Resources

As with any other subject, the breadth of the RSHE curriculum necessitates the use of a wide variety of age-appropriate activities, books and resources. Teachers select resources that support the learning outcomes for the year group they are teaching. We hold parent/carer meetings each year where you can familiarise yourself with the resources to be used.

If you would like to discuss any of the resources in more detail, please contact the relevant school office and ask to speak with the school's RSHE co-ordinator(s).

10. Sex education

In addition to relationships and health education, our schools also cover sex education in Year Six. The content of sex education includes learning about reproduction, pregnancy and birth, as well as consent.

Parents/carers are able to withdraw their child from this learning if they choose to.

Please see 'parents/carers' ([Section 17](#)) below for further information.

11. Teaching and learning

All teachers have responsibility for planning and delivering RSHE and on occasions Higher Level Teaching Assistants. Teaching assistants may provide additional support, in particular for children with special educational needs. Everyone involved in the teaching of RSHE will follow this policy. The personal beliefs and attitudes of teachers will not influence the teaching of RSHE. A balanced and non-judgmental approach will be taken. Teachers, and all those contributing to RSHE, will work to the agreed values within this policy.

Within RSHE, pupils will develop confidence in talking, listening and thinking about relationships, keeping safe, health, puberty and sex. To achieve this a number of teaching strategies will be used, including:

- establishing ground rules with pupils
- using 'distancing' techniques (e.g. case studies)
- the provision of a 'question box' during each planned session
- dealing with children's questions in an appropriate manner
- using discussion and appropriate materials
- encouraging reflection

RSHE will be delivered all year round – parents/carers will be informed of what will be covered and when, via long term overviews on individual school websites.

12. External speakers

Occasionally, our schools will use external speakers to enhance our delivery of RSHE. All external speakers deliver in line with our RSHE policy and external contributors' policy.

13. Safe learning in RSHE

It is important that all pupils feel safe and able to participate in RSHE lessons. To support the involvement of all pupils, teachers will create a group agreement with their class - outlining expectations around rights, responsibilities and respect. The group agreement will be a working document that all pupils agree to follow.

The group agreement will outline rules regarding questions. As with any topic pupils will ask questions during RSHE to further their understanding. Due to the sensitive nature of the topic teachers will employ strategies to ensure that questions are asked and answered in a factual, balanced and age-appropriate way. The group agreement will remind pupils that personal questions are not appropriate.

When pupils can write independently, they will be introduced to the 'question box', into which they can place their written questions. This allows the teacher the opportunity to group questions into themes

and filter any that may need answering on an individual basis or, in some cases, referred to parents/carers. All staff will be mindful of their safeguarding role and will follow the relevant school procedures if a question raises concerns of this nature.

Teachers will use the following strategies to deal with unexpected questions:

- if a question is personal, the teacher will remind pupils of the rules set in the group agreement
- if the teacher does not know the answer to a question, the teacher will acknowledge this and will research the question and provide an appropriate answer later
- if the question is too explicit, is outside set parameters, is inappropriate in a whole class setting or raises concerns about sexual abuse the teacher will attend to it on an individual basis

Sometimes pupils may ask questions about issues that are not part of the planned programme and this could show that the taught curriculum is not meeting their needs. This will be fed back to the RSHE coordinator(s) as part of the evaluation and monitoring process.

14. Staff training

All staff delivering RSHE will take part in an initial training session. If a staff member has additional learning and development needs, these will be supported either through mentoring from a more experienced staff member in school, team-teaching, observations, or attendance at an external training event.

15. Assessment and review

Teachers will use a range of assessment strategies to track pupils' progress towards a year group's learning outcomes.

This may include marked workbooks, self-assessment and peer assessment.

Further information related to each school's assessment model can be found on the relevant academy website, or contact the academy

16. Parents/carers

We believe that effective RSHE delivery requires partnership between school and parents/carers. We recognise that parents/carers are the first teachers of their children and welcome their engagement with our RSHE programme. It is important that RSHE delivered in school is explored in more detail within the context of individual families. Parents/carers will be routinely informed about RSHE through the school website and letters, texts or emails to explain when RSHE will take place in different year groups and what will be covered.

We will consult with parents/carers on an annual basis about any needs they may have in relation to our RSHE programme.

Any parents/carers wanting more information about any of our school's RSHE curriculum can contact the relevant academy member of staff (Appendix 1)

17. Right to withdraw from sex education

Whilst we always try to work with parents/carers to explore their views, we also accept that parents/carers can exercise their right to withdraw their child from the sex education elements of our programme (other than that which comes within the Science curriculum).

There is no right to withdraw from relationships education or health education.

Further information on which parts of our schools RSHE programme covers sex education can be found on the relevant academy website, or contact the academy

Parents/carers can exercise their right to withdraw their child from sex education in Year Six by sending a letter or email to the headteacher. This will be followed up with a phone call or meeting in response to this letter or email.

Teachers will plan appropriate, purposeful education for children who are withdrawn from sex education.

18. Confidentiality, safeguarding and child protection

Everyone involved in RSHE will be clear about the boundaries of their legal and professional roles and responsibilities. Teachers will discuss confidentiality with pupils through the development of a group agreement at the start of lessons, making it clear that teachers cannot offer unconditional confidentiality. Pupils will be informed that if confidentiality has to be broken, due to safeguarding concerns, they will be informed first and then supported as appropriate.

Teachers will be aware that effective RSHE, which brings an understanding of what is and is not acceptable, can lead to disclosure of a child protection issue. Everyone involved in RSHE will be alert to signs of abuse and report concerns or suspicions to the designated safeguarding lead (DSL) as outlined in the safeguarding policy. Any disclosure of sexual activity from a primary age child would raise immediate child protection concerns that would be dealt with in a sensitive manner in line with local safeguarding procedures.

19. Menstrual wellbeing

Some pupils will begin menstruation in primary school. To support pupils who are menstruating our school will provide:

- access to sanitary disposal units
- access to sanitary products
- information about where to access free sanitary protection

When a pupil starts menstruating in school, we will support them on-site and inform parents/carers. Our RSHE programme covers basic information about menstruation in Year Four, with more detailed input in Years Five and Six.

If your child has difficulties managing their periods at school, please contact the relevant academy member of staff (Appendix 2).

20. Complaints

If you have a complaint about any aspect of our RSHE provision, please refer to our complaints policy and address your concern to:

ASPIRE Multi Academy
St Peter's East Bridgford C of E Academy
Kneeton Road
East Bridgford
Nottingham NG13 8PJ

If you need help in understanding our RSHE provision and/or our Complaints policy in your own language, please contact the ASPIRE team on **01949 20226**

APPENDIX 1: Academy contacts for the RHSE curriculum

Academy	Named staff member
Archbishop Cranmer C of E Academy	Mrs Mel Stevens
East Bridgford St Peter's C of E Academy	Mr Tomlinson
Gunthorpe C of E Primary School:	Mrs Mel Brown
Kirkby Woodhouse Primary School:	Mrs Lindsay Withers
Langar C of E Primary School	Mr Jamie Walker-Jones
Muskham Primary School	Mrs Kate Keane
Oak Tree Primary School and Nursery	Mrs Zoe Storer
Sir John Sherbrooke Junior School	Mrs Rebecca Mee
Winthorpe Primary School	Kelly Beanland

APPENDIX 2: Academy contacts for menstrual wellbeing

Academy	Named staff member
Archbishop Cranmer C of E Academy	Mrs Eleanor Hodgson
East Bridgford St Peter's C of E Academy	Miss Walton
Gunthorpe C of E Primary School:	Mrs Mel Brown
Kirkby Woodhouse Primary School:	Lisa Clay
Langar C of E Primary School	Mrs Alison George
Muskham Primary School	Mrs Wendy Booth
Oak Tree Primary School and Nursery	Mrs Jayne Kimberley
Sir John Sherbrooke Junior School	Mrs Jenny Grant
Winthorpe Primary School	Chloe Broome