

Relationships and Sex Education Policy

Academic Year 2025-2026



Version and Date		Action	Date to be Reviewed
7.0	16.07.2024	Approved by the Trust Board	1 Year – July 2025
8.0	08.07.2025	Approved by the Trust Board	1 Year – July 2026

1. Policy Statement

This policy outlines the approach of Connect Education Trust to delivering high-quality Relationships and Sex Education (RSE) across all its schools, in line with statutory guidance from the Department of Education (2019) 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. It reflects the statutory requirement to provide RSE to all pupils receiving secondary education and relationships education in primary schools.

3. Aims of RSE

The RSE curriculum in Connect schools is designed to:

- Promote self-respect, confidence and empathy.
- Foster the ability to form healthy, meaningful relationships with others.
- Provide factual information about physical, emotional and reproductive health.
- Support pupils to stay safe on and offline.
- 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.

4. Statutory Requirements

This policy has been developed with regard to:

- DfE Statutory Guidance (2019) on RSE and Health Education
- Children and Social Work Act 2017
- Education Act 1996
- Equality Act 2010
- Keeping Children Safe in Education (2024)
- SEND Code of Practice 2015

All schools within the Trust are required to provide Relationships 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 curriculum is age-appropriate, inclusive and delivered sensitively to respect the diverse backgrounds, beliefs and experiences of all pupils. It is taught primarily through PSHE education but also through subjects such as Science, Computing, and Religious Education.

- In Primary Schools, pupils learn about:
 - Families and the people who care for them;
 - Caring friendships;

- Respectful relationships;
 - Online relationships;
 - Being safe;
 - Physical changes associated with puberty.
- 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;
 - Being safe in different contexts, including consent and exploitation;
 - 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.

Any additional non-statutory sex education content (beyond science) is delivered sensitively and with parental consultation in primary schools.

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/carers 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 via websites, leaflets, and workshops;

- Offer opportunities for parents/carers to view resources and discuss any concerns;
- 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.

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: 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.