



LIFE Education Trust

## Relationships and Sex Education (RSE) Policy

Policy	Relationship & Sex Education (RSE) Policy
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## Contents

<b>1. Aims</b>	<b>3</b>
<b>2. Statutory Requirements</b>	<b>3</b>
<b>3. Policy Development</b>	<b>3</b>
<b>4. Definition</b>	<b>3</b>
<b>5. Curriculum</b>	<b>4</b>
<b>6. Delivery</b>	<b>4</b>
<b>7. Roles and Responsibilities</b>	<b>4</b>
<b>8. Right to Withdraw</b>	<b>5</b>
<b>9. Training</b>	<b>5</b>
<b>10. Monitoring Arrangements</b>	<b>5</b>
<b>Appendix 1 (Curriculum Outline)</b>	<b>6</b>
<b>Appendix 2 (Withdrawal Form)</b>	<b>6</b>
<b>Appendix 3 (Charter for Church Schools)</b>	<b>8</b>

## **KEY DEFINITIONS USED IN THIS POLICY:**

*The Trust*

*The Board/Directors/Trust Board*

*School/Trust school*

*Staff*

*LIFE Education Trust*

*The Board of Directors of LIFE Education Trust*

*An Academy or school within LIFE Education Trust*

*All staff employed by LIFE Education Trust and working with academies, schools or units within LIFE Education Trust*

**All schools** within the LIFE Education Trust are legally defined as academies, regardless of whether the term “school” is used to describe them in the following policy.

### **1. Aims**

The aims of relationships and sex education (RSE) in our schools are to:

- Provide a framework in which sensitive discussions can take place
- Prepare our pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

### **2. Statutory Requirements**

As an academy trust, our RSE policy complies with 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.

This guidance makes Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education.

In LIFE schools, we teach RSE as set out in this policy, delivered in each school by the Executive Head and Head of School

### **3. Policy Development**

Following the Statutory Guidance our schools follow this RSE Policy in consultation with staff, pupils and parents, in line with the following steps:

- Staff worked together to review curriculum content and pulled together all relevant information including relevant national and local guidance
- Our schools have ensured that the policy meets the needs of pupils and parents and reflects the community they serve.
- Parents/stakeholders in all schools have been consulted about the policy
- Once any amendments were made, the policy was shared with governors and ratified

### **4. Definition**

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

### **5. Curriculum**

Sex education is not compulsory in primary schools, beyond the science curriculum; however, following consultation, our primary schools do cover some additional content on sex education in order to meet the needs of their pupils. These are outlined in each school’s curriculum information.

The curriculum content in each of our schools, for all age groups, has been developed in line with Trust policy and is set out by each school, in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils.

If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't feel the need to seek answers online.

## **6. Delivery of RSE**

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and some aspects of relationships may be included in religious education (RE).

In our primary schools, relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships.

In our secondary schools, the focus is on further developing healthy, nurturing relationships of all kinds. RSE should provide clear progression from what is taught in primary school in Relationships Education.

Each LIFE school publishes its own detailed curriculum, but RSE topics may include:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships and social media
- Being safe
- Intimate and sexual relationships, including sexual health (Year 6 and older only)

These areas of learning are taught in an age-appropriate manner within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances. We acknowledge that families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.

## **7. C of E Schools**

Church of England schools should ensure that their RSHE curriculum protects, informs and nurtures all pupils. It should clearly differentiate between factual teaching (biology, medicine, the law, marriage, different types of families and the composition of society) and moral teaching about relationships and values, recognising that the distinction can be easily blurred and there needs to be discernment about the manner in which this is taught within a moral (but not moralistic) framework.

The Church of England's Pastoral Advisory Group has set out some principles for living well together with difference and diversity and has developed the following document: Relationships and Sex Education Principles and Charter This can be used to support the teaching of RHSE in our Church of England Schools **Appendix 3**

## **8. Roles and Responsibilities**

### **8.1 LIFE Education Trust Board and Local Governing Boards (LGB)**

The Trust Board approves this RSE policy and the schools' curriculum content, and holds the CEO to account for its implementation.

The LGB for each school approves the school's curriculum policy, including for RSE, and hold the Headteacher to account for its implementation.

### **8.2 Headteachers/Heads of School**

The Headteacher/Head of School is responsible for ensuring that RSE is taught consistently across the school, and for managing any requests to withdraw pupils from non-statutory components of RSE (see Section 8 below).

### **8.3 Staff**

Staff are responsible for:

- Delivering RSE in a sensitive and age-appropriate manner
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE

### **8.4 Pupils**

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. Any use of derogatory language or bullying with regard to issues related to RSE will be dealt with in accordance with each school's behavior policy.

### **9. Parents' right to withdraw**

*Parents do **not** have the right to withdraw their children from relationships education.*

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE up to and until 3 terms before the child turns 16. (After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this)

Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the headteacher.

Before granting any such request it is good practice for the head teacher to discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. Schools will document this process to ensure a record is kept.

Alternative work will be given to pupils who are withdrawn from sex education.

### **10. Training**

Staff are trained on the delivery of RSE as part of their induction and it is included in each school's continuing professional development calendar.

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

### **11. Monitoring arrangements**

The delivery of RSE across the Trust is overseen by the Executive Headteacher Langenhoe and Chappel and the Trust Education Committee. Delivered in each school by the Executive Head and Head of School.

Pupils' development in RSE is monitored by class teachers as part of their internal assessment systems, just as it is for all curriculum subjects.

This policy will be reviewed in line with the dates on page 1 and, at every review, the policy will be approved by the Trust Board.

## **Appendix 1: Curriculum Outline**

Each school will provide its own curriculum outline (available on each schools' website) of where and how any aspect of RSE is taught, and to which year groups.

## Appendix 2: Withdrawal Form

**Withdrawal from sex education elements within the RSE curriculum (withdrawal from relationships education is not permitted)**

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	

### **Appendix 3: A CHARTER FOR FAITH SENSITIVE AND INCLUSIVE RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH EDUCATION (RSHE)<sup>1</sup>**

At LIFE Education Trust we seek to provide Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE), which will enable all pupils to flourish.

#### **We commit:**

- 1. To work in partnership with parents and carers.** This will involve dialogue with parents and carers through all stages of policy development as well as discussing the resources used to teach their children and how they can contribute at home. It must, however, be recognised that the law specifies that what is taught and how it is taught is ultimately a decision for the school.
- 2. That RSHE will be delivered professionally and as an identifiable part of PSHE.** It will be led, resourced and reported to parents in the same way as any other subject. There will be a planned programme delivered in a carefully sequenced way. Staff will receive regular training in RSHE and PSHE. Any expert visitors or trainers invited into the school to enhance and supplement the programme will be expected to respect the schools published policy for RSHE.
- 3. That RSHE will be delivered in a way that affords dignity and shows respect to all who make up our diverse community.** It will not discriminate against any of the protected characteristics in the Equality Act<sup>2</sup> and will be sensitive to the faith and beliefs of those in the wider school community. RSHE will seek to explain fairly the tenets and varying interpretations of religious communities on matters of sex and relationships and teach these viewpoints with respect. It will value the importance of faithfulness as the underpinning and backdrop for relationships. It will encourage pupils to develop the skills needed to disagree without being disagreeable, to appreciate the lived experience of other people and to live well together.
- 4. That RSHE will seek to build resilience in our pupils to help them form healthy relationships, to keep themselves safe and resist the harmful influence of pornography in all its forms.** It will give pupils opportunities to reflect on values and influences including their peers, the media, the internet, faith and culture that may have shaped their attitudes to gender, relationships and sex. It will promote the development of the wisdom and skills our pupils need to make their own informed decisions.
- 5. That RSHE will promote healthy resilient relationships set in the context of character and virtue development.** It will reflect the vision and associated values of the school, promote reverence for the gift of human sexuality and encourage relationships that are hopeful and aspirational. Based on the school's values it will seek to develop character within a moral framework based on virtues such as honesty, integrity, self-control, courage, humility, kindness, forgiveness, generosity and a sense of justice but does not seek to teach only one moral position.
- 6. That RSHE will be based on honest and medically accurate information from reliable sources of information, including about the law and legal rights.** It will distinguish between different types of knowledge and opinions so that pupils can learn about their bodies and sexual and reproductive health as appropriate to their age and maturity.
- 7. To take a particular care to meet the individual needs of all pupils including those with special needs and disabilities.** It will ensure that lessons and any resources used will be accessible and sensitive to the learning needs of the individual child. We acknowledge the potential vulnerability of pupils who have special needs and disabilities (SEND) and recognise the possibilities and rights of SEND pupils to high quality relationships and sex education.

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<sup>1</sup> RSHE is used to indicate either Relationships Education, Relationships and Sex Education and Health Education as determined by the school context since, after consultation with parents and carers primary schools may decide to include elements of sex education in their curriculum.

<sup>2</sup> The protected characteristics are age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity.

8. **To seek pupils' views about RSHE so that the teaching can be made relevant to their lives.** It will discuss real life issues relating to the age and stage of pupils, including friendships, families, faith, consent, relationship abuse, exploitation and safe relationships online. This will be carefully targeted and age appropriate based on a teacher judgment about pupil readiness for this information in consultation with parents and carers.