

Relationships & Sex Education Policy

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1. Policy Statement

Polaris Multi Academy Trust is committed to providing a high-quality Relationships, Sex and Health Education (RSHE) curriculum that prepares children and young people for life in modern Britain.

RSHE forms an essential part of safeguarding and personal development. It supports pupils to develop healthy, respectful relationships, understand how to keep themselves safe, promote positive physical and mental wellbeing, and prepare for adult life.

The Trust recognises that parents and carers are the primary educators of their children in matters relating to relationships, values and health. Schools will work in partnership with families to ensure RSHE is delivered in an age-appropriate, inclusive and transparent manner

2. Aims

The aims of RSHE across the Trust are to enable pupils to:

- develop healthy, respectful and positive relationships;
- understand the characteristics of safe and unsafe relationships;
- recognise abuse, coercion, exploitation and harmful behaviours;
- understand online safety and digital citizenship;
- develop resilience, confidence, self-esteem and self-respect;
- understand physical, emotional and sexual development;
- develop the knowledge and skills necessary to maintain good physical and mental health;
- understand equality, diversity and inclusion;
- prepare successfully for adult life;
- know when and how to seek help and support

3. Statutory Framework

This policy is written in accordance with:

- Children and Social Work Act 2017
- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Human Rights Act 1998
- Relationships, Sex and Health Education Statutory Guidance (September 2026)
- Keeping Children Safe in Education (2026)
- Working Together to Safeguard Children (2026)
- Public Sector Equality Duty

All academies within the Trust will have regard to the latest statutory guidance when planning and delivering the curriculum

4. Definition of RSHE

RSHE is lifelong learning about:

- relationships;
- sex and sexual health;
- physical health;
- mental wellbeing;
- online safety;
- personal safety;
- diversity and inclusion;
- emotional development.

RSHE is not about promoting sexual activity.

The curriculum supports pupils to make informed, safe and healthy decisions throughout their lives.

5. Curriculum Principles

The curriculum will:

- be age and developmentally appropriate;
- be evidence-based;
- be inclusive;
- reflect modern risks and contemporary society;
- support safeguarding outcomes;
- build progressively from Early Years through to Key Stage 4 and post-16 where appropriate.

Schools may use different curriculum programmes provided they meet statutory requirements.

6. Primary Curriculum

In primary schools, Relationships Education is compulsory.

Primary schools will teach:

Families and Relationships

- caring relationships;
- friendships;
- family diversity;
- marriage and committed relationships;

- respect and kindness.

Safety and Safeguarding

- personal boundaries;
- body ownership;
- consent and permission seeking;
- recognising unsafe situations;
- reporting concerns;
- trusted adults.

Online Relationships

- respectful online behaviour;
- privacy;
- personal information;
- safe use of technology;
- online scams and manipulation;
- age restrictions.

Health and Wellbeing

- emotional wellbeing;
- self-esteem;
- mental health;
- healthy lifestyles;
- change and loss;
- bereavement.

Puberty and Human Development

- body changes;
- menstruation;
- wet dreams;
- reproduction through the science curriculum;
- accurate anatomical terminology, including genitalia.

7. Secondary Curriculum

Secondary schools will teach all elements of statutory RSHE and Health Education.

This includes:

Healthy Relationships

- consent;
- coercion;
- exploitation;
- sexual harassment;
- domestic abuse;
- healthy intimate relationships.

Sexual Health

- contraception;
- sexually transmitted infections;
- pregnancy;
- reproduction;
- sexual wellbeing.

Mental Health and Wellbeing

- resilience;
- stress;
- anxiety;
- mental illness;
- support services;
- accessing healthcare.

Online Safety and Digital Citizenship

- social media;
- pornography;
- digital harassment;
- cyberbullying;
- sextortion;
- sharing nudes and semi-nudes;
- digital footprints.

Artificial Intelligence and Emerging Technology

Pupils will learn about:

- artificial intelligence;

- generative AI;
- deepfakes;
- synthetic media;
- online manipulation;
- misinformation;
- algorithmic influence.

Personal Safety

Pupils will learn about:

- serious violence;
- knife crime;
- extremism;
- radicalisation;
- exploitation;
- grooming;
- financial abuse;
- online fraud

8. Inclusive Practice

The Trust is committed to ensuring all pupils feel represented and respected.

Teaching will:

- comply with the Equality Act 2010;
- reflect protected characteristics appropriately;
- recognise different family structures;
- support pupils with SEND;
- avoid stereotyping;
- ensure all pupils can access learning.
- Teaching will be factual, balanced and age appropriate

9. Safeguarding

RSHE is a safeguarding curriculum. The curriculum supports pupils to:

- recognise abuse;
- understand consent;
- identify exploitation;
- understand online risks;
- recognise coercion and manipulation;
- know how to seek support.

Any safeguarding concerns arising from RSHE lessons will be managed in accordance with the academy's Safeguarding and Child Protection Policy.

10. Resources and External Providers

All teaching materials used by schools will:

- be age appropriate;
- be evidence based;
- be accurate and balanced;
- support statutory requirements;
- reflect safeguarding expectations.

External providers may contribute to learning but school staff remain responsible for the content delivered.

Schools will:

- quality assure all resources;
- review all presentations in advance;
- ensure compliance with political impartiality requirements;
- ensure safeguarding procedures are followed

11. Parents and Carers

The Trust recognises the vital role of parents and carers.

Schools will:

- consult with parents regarding significant curriculum changes;
- provide curriculum overviews;
- allow reasonable access to teaching materials upon request;
- communicate when sensitive content will be taught.

Parents do not have the right to withdraw their child from Relationships Education or Health Education.

12. Right to Withdraw and Review

Primary Schools

- Parents may request withdrawal from non-statutory elements of sex education beyond the National Curriculum for Science.
- Requests must be made in writing to the Head of School

Secondary Schools

- Parents may request withdrawal from some sex education components up to three terms before a child turns 16.
- After this point, pupils may choose to receive sex education against parental wishes in accordance with statutory guidance.
- Requests must be made in writing to the Head of School

Parents may request to view curriculum resources and teaching materials used as part of relationships, sex and health education

13. Roles and Responsibilities

Local Governing Body

The Local Governing Body will:

- approve the policy;
- monitor implementation;
- receive annual assurance reports;
- ensure statutory compliance.

Head of School

The Head of School will:

- oversee implementation;
- manage withdrawals;
- ensure staff training;
- ensure curriculum compliance.

Staff

Staff will:

- deliver RSHE professionally;
- maintain impartiality;
- respond sensitively to pupils;
- follow safeguarding procedures.

Pupils

Pupils are expected to:

- engage respectfully;
- contribute appropriately;
- respect differing views.

14. Monitoring, Quality Assurance and Review

Schools will monitor RSHE through:

- lesson observations;
- learning walks;
- pupil voice;

- curriculum scrutiny;
- safeguarding reviews;
- parental feedback.

The effectiveness of RSHE delivery will be reported annually to governors.

This policy will be reviewed annually or sooner if statutory guidance changes.

Appendix 1: Curriculum Map

Relationships and sex education curriculum map

	Autumn 1 -Me and My Relationships	Autumn 2 – Valuing Difference	Spring 1 – Keeping Safe	Spring 2 – Rights and Respect	Summer 1 – Being my Best	Summer 2 – Growing and Changing
Year A						
EYFS	What makes me special People close to me Getting help	Similarities & difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets & touches People who help to keep us safe	Looking after things: friends, environment, money	Keeping by body healthy – food, exercise, sleep Growth Mindset	Cycles Life stages Girls & boys – similarities & difference
Year 1/2	Feelings Getting help Classroom rules Special people Being a good friend	Recognising, valuing & celebrating difference Developing respect & accepting others Bullying & getting help	How our feelings can keep us safe – inc. online safety Safe & unsafe touches Medicine Safety Sleep	Taking care of things: Myself My money My environment	Growth Mindset Healthy eating Hygiene & health Cooperation	Getting help Becoming independent My body parts Taking care of self & others
Year 3/4	Cooperation Online rules & restrictions Online behaviours Friendship (respectful relationships) Coping with loss	Recognising & respecting diversity Being respectful & tolerant My community Bullying, inc. online	Managing risk Decision-making skills Drugs & their risks Staying safe online Digital literacy	Helping & being helped Looking after the environment Managing money Developing critical thinking	Keeping myself healthy & well Celebrating & developing my skills Developing empathy	Changing bodies & puberty Keeping safe Safe & unsafe secrets Relationships, inc. online
Year 5/6	Feelings Friendship skills, inc. compromise Assertive skills Cooperation Recognising emotional needs	Recognising & celebrating difference, inc. religions & cultural Critical digital awareness Online Bullying & self esteem	Online safety Bullying inc. online Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	My health rights, respect & duties Making a difference Decisions about lending, borrowing & spending Media manipulation Artificial Intelligence	Growing independence & taking ownership Keeping myself healthy Media awareness & safety My community	Managing difficult feelings Managing change How my feelings help keeping safe Getting help
Year B						
EYFS	What makes me special People close to me Getting help	Similarities & difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets & touches People who help to keep us safe	Looking after things: friends, environment, money	Keeping by body healthy – food, exercise, sleep Growth Mindset	Cycles Life stages Girls & boys – similarities & difference
Year 1/2	Bullying & teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind & helping others Celebrating difference People who help us Listening Skills	Safe & unsafe secrets Appropriate touch Medicine safety	Cooperation Self-regulation Online safety Looking after money – saving & spending	Growth Mindset Looking after my body Hygiene & health Exercise & sleep	Life cycles Dealing with loss Being supportive Growing & changing Privacy

Appendix 2: Parent form; Withdrawal from sex education within RSE

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			