



## **Rainbow Education Multi Academy Trust**

## **Relationships and Sex Education Policy**

**Approval Date:**

**October 2025**

**Review Date:**

**October 2026**

## **Overview**

The academy's approach to, and the content of, its sex and relationships teaching will be differentiated appropriately to reflect the different ages and levels of maturity of the pupils being taught. At the Rainbow Education Multi Academy Trust effective sex and relationship education is seen to be essential if young people are to make responsible and well informed decisions about their lives. It will be part of lifelong learning about physical, moral and emotional development. It will be about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. We are not advocating one type of relationship or sexual orientation, we are acknowledging the world that we live in (which is our duty under the Equality Act 2010). It will also cover the teaching of puberty and human science.

Following guidance produced by the DfE (2019), we ensure that Relationships Education and Health Education is carefully designed to safeguard and support all pupils/students for life in modern Britain.

## **The Purpose**

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

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

## **Statutory Requirements**

All the schools within the trust must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

However, we are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

## **Policy Development**

Each school within the Trust will consult with their staff, pupils and parents. The consultation and policy development process will involve the following steps:

1. Review – PSHE Subject Lead will review all relevant information, including relevant national and local guidance.
2. Staff consultation – all school staff will be given the opportunity to look at the policy and make recommendations.
3. Parent/stakeholder consultation – parents and any interested parties will be given the opportunity to contribute.
4. Pupil consultation – pupils' views will be considered and adaptations made if appropriate.
5. Ratification – once any amendments are made specific to the school it will be shared with LAC and ratified.



## **Delivery of RSE**

RSE is taught within the Personal, Social, Health, Economic Education (PSHE) curriculum, and will be delivered through discrete PSHCE lessons. There are also links between RSE and Science (see Science Curriculum Overview) , amongst other subjects, so aspects of the RSE curriculum may be touched upon in other lessons.

Our RSE will ensure that content is relevant to the age, experience and maturity of pupils. Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

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

These areas of learning are taught within the context of family life and there is no stigma based on pupils' home circumstances (families could include single parent families, lesbian, gay, bisexual and trans (LGBT+) parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures), along with reflecting sensitively that some children may have a support structure around them (for example: looked after children or young carers).

Effective sex and relationship education/relationships and health education will be achieved through a whole-school approach which will ensure that the trust's policy and educational programme is tailored to the age and physical and emotional maturity of the children. Staff will be given appropriate training and support to carry out their work sensitively. Schools will review the content and materials that will be taught to ensure that they are appropriate for their pupils.

All children will have access to the Relationships and Health education curriculum through weekly PSHCE sessions. The impact of these sessions will be monitored through half termly pupil voice sessions.

## **Use of external organisations and materials**

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used do not 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.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
  - Are age-appropriate
  - Are in line with pupils' developmental stage
  - Comply with; [Teachers' Standards](#), [Equality Act 2010](#), [Human Rights Act 19](#), [Education Act 1996](#) and this policy.
- Only work with external agencies where we 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
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, 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

### **Equal Opportunities**

As a trust, we promote equality of opportunity and foster good relations. Our school environment uniformly applies values of inclusion and respect to all pupils and their families. All staff are proactive in promoting positive relationships and receive regular training.

All pupils have access to the RSE curriculum. Where pupils have specific educational needs, arrangements for support from outside agencies and support staff are made to ensure these pupils have an appropriate, adapted curriculum.

### **Roles and Responsibility**

#### **The Local Academy Council**

The Local Academy Council (LAC) will approve the RSE policy, and hold the headteachers to account for its implementation.

#### **The headteacher**

The headteacher in each school is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from the non-statutory/non-science components of RSE.

#### **Staff**

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

Staff are responsible for:

- Delivering RSE in a sensitive way.
- 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/non-science components of RSE.



## **Pupils**

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

### **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/non-science components of sex education.

Requests for withdrawal should be put in writing and addressed to the headteacher. The headteacher will discuss the request with parents and take appropriate action.

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

### **Monitoring arrangements**

The delivery of RSE is monitored by the PSHE Lead through: learning walks, staff and pupil consultations, planning scrutinies and questionnaires.

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

This policy will be agreed annually and reviewed every three years.

### **Resources**

[www.stonewall.org.uk](http://www.stonewall.org.uk)

[www.pshe-association.org.uk](http://www.pshe-association.org.uk)

[www.medway.co.uk](http://www.medway.co.uk)

[www.unicef.org.uk](http://www.unicef.org.uk)

[www.ecpublishing.co.uk](http://www.ecpublishing.co.uk)

[www.twinkl.co.uk](http://www.twinkl.co.uk)

[www.childnet.com/resources/pshe-toolkit/myth-vs-reality/healthy-relationships](http://www.childnet.com/resources/pshe-toolkit/myth-vs-reality/healthy-relationships)

[www.hhkids.co.uk](http://www.hhkids.co.uk)

### **Early Years Foundation Stage**

**Stonewall** 2017

education@stonewall.org.uk

[www.stonewall.org.uk/get-involved/education](http://www.stonewall.org.uk/get-involved/education)

**PANTS (The Underwear Rule)**

<https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/>

### **Key Stage One**

**Love and Sex Matters KS1**

The Salisbury Diocesan Board of Education

[www.salisbury.anglican.org](http://www.salisbury.anglican.org)

**The Christopher Winter Project**

[www.tcwp.co.uk](http://www.tcwp.co.uk)



**Key Stage Two**

**Love and Sex Matters KS2**

The Salisbury Diocesan Board of Education

[www.salisbury.anglican.org](http://www.salisbury.anglican.org)

**The Christopher Winter Project**

[www.tcwp.co.uk](http://www.tcwp.co.uk)

**CEOP – National Crime Agency Command**

[www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)