



THE
NEW GUILD
TRUST

Relationships, Health and
Sex Education
Policy and Procedures

This policy has been adopted on behalf of all academy schools in The New Guild Trust:

Moorpark Junior School
Jackfield Infant School
Alexandra Junior School
Alexandra Infants' School

Approval and Review

Committee to Approve Policy	Trust Board
Date of Trustee Board / Academy Committee Approval	May 2026
Chair of Trustee Board / Academy Committee	Mrs L Eagle
Signature	<i>L. Eagle</i>
Accounting Officer	Mrs K Peters
Signature	<i>K. Peters</i>
Policy Review Period	12 months
Date of Policy Review	May 2026

Version Control			
Version	Date Approved	Changes	Reason for Alterations
Initial	May 2021	No changes	
	May 2022	No changes	
	May 2023	Section 2 - Listed the relevant legal frameworks that policy adheres to. Section 7 – responsibilities of Head Teacher/Head of School – added in ensuring all staff are suitably trained. Update to Appendix 2 – including health education	Relevant updates
	May 2024	Section 2 – listed Keeping children safe in Education as part of legal frameworks and other relevant policies that RSE works in conjunction with. Section 6 – listed the types of opportunities linked to curriculum delivery.	Relevant Updates
	May 2025	No changes	
	May 2026	Updated in line with the revised statutory guidance published July 25 – mandatory from September 2026 Section 1 – Aims updated to include new statutory guidance – reflecting emphasis on forming safe relationships, recognising risk, whole school approach to wellbeing, safeguarding and positive behaviour, developing critical literacy skills Section 4 updated – definition updated to include pupil understanding how to keep safe, and to recognise healthy/ unhealthy relationships.	

		<p>Section 5 – updated to improve parent transparency, clearer professional judgment, clearer wording linked to safeguarding and online use.</p> <p>Section 6 – strengthened safe environment wording, CPD and online safety/ safeguarding links</p> <p>Section 7 - updated to reflect the expectations of the DfE (2025) RSHE statutory guidance, with clearer accountability for governors, senior leaders and staff. Additional emphasis has been placed on safeguarding, staff training, parental communication and the creation of a safe, inclusive learning environment,</p> <p>Section 9 – training linked to safeguarding made clearer.</p> <p>Appendix 2- updated to include the outcomes for primary education from the DfE (2025) RSHE statutory guidance.</p>	

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1. Aims

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

- Provide a framework in which sensitive discussions can take place.
- Prepare 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.
- Equip pupils with the knowledge and skills to form safe, respectful relationships, including understanding relationships in online contexts.
- Support pupils to recognise risks, including online harms, and know how to seek help and support.
- Promote a whole-school approach to wellbeing, safeguarding and positive behaviour.
- Develop pupils' ability to think critically about relationships, media influences and the world around them in an age-appropriate way.

2. Statutory Requirements

We are expected to offer all pupils a curriculum which includes the requirements to teach Science which would include elements of sex education contained in the Science curriculum.

This policy is relevant to all legislation and statutory guidance including but not limited to, the following:

- Section 80A of the Education Act 2002
- Children and Social Work Act 2017
- DfE (2019) The Relationships Education, Relationships and Sex Education (RSE) and Health Education
- DfE (2025) The Relationships Education, Relationships and Sex Education (RSE) and Health Education (statutory from September 2026)
- Equality Act 2010
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2013) Science Programmes of Study: Key Stages 1 and 2
- DfE (2021) Teaching About Relationships, Sex and Health
- DfE (2025) 'Keeping children safe in education 2025'

All academy schools in The New Guild Trust teach RSE as set out in this policy.

This policy operates as part of a whole-school approach and in conjunction with the following school policies

- Child protection and safeguarding
- Relationships/ behaviour policy
- SEND policy
- Inclusion policy
- Equality policy
- Anti-Bullying policy
- Online safety policy
- Staff code of conduct

3. Policy Development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance, including the statutory RSHE guidance (2025).
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
3. Parent/stakeholder consultation – parents and carers and any interested parties were invited to attend a meeting about the policy, and are able to access curriculum information materials on request.
4. Pupil consultation – we investigated what exactly pupils want from their RSE.
5. Ratification – once amendments were made, the policy was shared with Governors and ratified, this policy is reviewed annually to ensure it remains in line with statutory guidance. .

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.

It also supports pupils to understand how to stay safe, including in online environments, and to recognise healthy and unhealthy relationships.

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

RSE is not about the promotion of sexual activity.

RSE is delivered in a way that is age-appropriate, evidence-informed, and reflects the statutory guidance (DfE, 2025).

5. Curriculum

Our curriculum is set out as per Appendix 1 but will be regularly reviewed and adapted in line with statutory guidance, safeguarding requirements and the needs of our pupils..

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils.

The curriculum is designed to equip pupils with the knowledge and skills to form safe, respectful relationships, both offline and online

If pupils ask questions outside the scope of this policy, teachers will respond in an age appropriate and factual manner, using their professional judgement, so that pupils are supported and do not seek potentially unsafe or unreliable information elsewhere.

Primary sex education is not compulsory in primary schools. Schools may choose to teach additional content, based on the needs of their pupils, in line with statutory guidance.

It is up to each school to determine whether you need to cover any additional content on sex education to meet the needs of your pupils. If your school decides to cover this, please include the following statement which you can add or adapt according to your pupils' needs:

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings.
- How a baby is conceived and born.

For more information about our curriculum, see our curriculum map in Appendix 1. Parents and carers are able to request further information about the curriculum and view teaching materials on request.

6. Delivery of RSE

RSE is taught within the personal, social, health education curriculum (PSHE). Biological aspects of RSE are taught within the Science curriculum, and other aspects are included in Religious Education (RE).

RSE is delivered in a safe, inclusive and supportive learning environment, where pupils feel able to ask questions and express their views.

Pupils also receive stand-alone sex education sessions delivered by a trained health professional in Key Stage 2.

All staff delivering RSE are supported with appropriate training and guidance to ensure they are confident in delivering sensitive topics.

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 - Recognising and responding to risks, including online harms and inappropriate content
- Being safe
- Knowing how and where to seek help and support

Pupils receive their entitlement for learning PSHE through a planned, progressive curriculum. The delivery is through a variety of opportunities:

- Designated PSHE time
- Circle time
- Use of external agencies/ services
- Small group work
- Cross curricular links
- Assemblies
- Enrichment days

All external agencies and visitors are carefully selected and aligned with the school's RSE policy and safeguarding procedures.

Individual schools follow the statutory requirements for Relationships Education and the National Curriculum for Science, alongside a planned PSHE programme that supports these areas.

The curriculum is delivered in line with statutory RSHE guidance (DfE, 2025) and is adapted to meet the needs of pupils.

For more information about our RSE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances. We recognise that families can include single parent families, same sex parents, families headed by grandparents, adoptive parents, foster parents and carers amongst other structures.

Teaching is delivered in a sensitive, inclusive and age-appropriate way, in line with the Equality Act 2010.

We also reflect sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

All teaching is underpinned by a commitment to respect, inclusion and safeguarding.

7. Roles and Responsibilities

7.1 Governance

The Governing Board will approve the RSE policy, and hold the Headteacher/Head of School to account for its implementation.

The Governing Board will also ensure that the policy is reviewed regularly and is in line with current statutory guidance, including RSHE guidance (DfE, 2025), and that appropriate safeguarding arrangements are in place.

7.2 The Headteacher/Head of School

The Headteacher/Head of School is responsible for:

- Ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 8).
- They are also responsible for ensuring that staff are suitably trained to deliver the subjects.
- Ensuring that RSE is delivered in line with safeguarding procedures and a whole-school approach to wellbeing.
- Ensuring that parents and carers are informed about the RSE curriculum and have access to relevant information and resources.

7.3 Staff

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] components of RSE.
- Working alongside the subject leader to evaluate RSE and ensure high quality provision.
- Creating a safe, inclusive and respectful learning environment.
- Following the school's safeguarding policy when responding to disclosures or concerns.
- Using their professional judgement to respond to pupils' questions in an age-appropriate and factual way.

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/Head of School.

7.4 Pupils

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

Pupils will be supported to develop the skills to listen, respect differences and seek help when needed.

8. Parents' and Carers' Right to Withdraw

Parents and carers do not have the right to withdraw their children from relationships and health education.

Parents and carers have the right to withdraw their children from the non-statutory components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Headteacher/Head of School.

The Headteacher/Head of School will discuss the request with parents/carers to ensure that they are fully informed about the content and purpose of the curriculum.

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

9. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our Continuing Professional Development calendar.

Training is regularly updated to ensure staff are confident in delivering RSE, including sensitive topics and safeguarding issues such as online safety.

The Headteacher/Head of School will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

10. Monitoring Arrangements

The delivery of RSE is monitored by the RSE leader, SLT and Local Community Governors through:

- Lesson observations
- Work scrutiny
- Pupil conversations
- Learning walks
- Link Governor meetings
- Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

Monitoring will ensure that RSE is delivered consistently, is age-appropriate, and reflects the needs of all pupils, including those with SEND.

This policy will be reviewed by the RSE leader annually or in light of new guidance.

At every review, the policy will be approved by the Local Community Governing Board.

APPENDIX 1: Curriculum Map

Relationships and Sex Education Curriculum Map:

- See individual academy school websites for detailed curriculum maps.

APPENDIX 2: By the End of Primary School Pupils Should Know:

Relationships education: content to be covered by the end of primary

Families and people who care for me

Curriculum content:

1. That families are important for children growing up safe and happy because they can provide love, security and stability.
2. The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
3. That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.
5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships

Curriculum content:

1. How important friendships are in making us feel happy and secure, and how people choose and make friends.
2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.
3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.
4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.
6. How to manage conflict, and that resorting to violence is never right.
7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

Respectful, kind relationships

Curriculum content:

1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.
2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.
3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.
4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.
5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.
6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.
7. The conventions of courtesy and manners.
8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.
9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.
10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.
11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

Online safety and awareness

Curriculum content:

1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.
2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.
3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.
4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.
5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.
6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.

Being Safe

Curriculum content:

1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.
2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.
4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.
5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.
6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.
7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.

Appendix 3: Parent(s)/Carer(s) Form: Withdrawal from Sex Education within RSE

TO BE COMPLETED BY PARENTS/CARERS			
Name of Child		Class	
Name of Parent/Carer		Date	
Reason for withdrawing from sex education within relationships and sex education			
<ul style="list-style-type: none"> • • • • • 			
Any other information you would like the school to consider			
<ul style="list-style-type: none"> • • • • 			
Parent/Carer Signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed Actions from Discussion with Parents/Carers	<ul style="list-style-type: none"> • • • • • •