

# **Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE)**

**1 September 2026**

## **Introduction**

Relationships Education is compulsory for **all** pupils receiving primary education and Relationships and Sex Education (RSE) is compulsory for **all** pupils receiving secondary education. Health Education is also compulsory in all schools except independent schools. PSHE continues to be compulsory in independent settings.

At The Flying High Academy, we wholeheartedly support the philosophy of RSHE and believe it is best taught as part of PSHE and citizenship education. Our programme seeks to promote the spiritual, moral, cultural, mental, and physical development of our pupils as well as preparing them for the opportunities, responsibilities, and experiences of adult life in a digital age.

We aim to help all our children build healthy friendships and positive relationships in an age-appropriate way, raising awareness of attitudes and values, developing personal and social skills, and promoting knowledge and understanding. Our RSHE curriculum covers more than the biological facts and information – it endeavours to help children develop self-esteem, self-responsibility as well as acquiring the understanding and attitudes which prepare children to develop caring, stable, healthy relationships. To develop an appreciation of the value of self-respect, dignity, marriage, civil partnerships, and parental duty should be encouraged in all pupils together with the sensitivity to the needs of others, loyalty, and acceptance of responsibility. We will look at all aspects of diversity in an inclusive and non-judgemental way.

Whilst as a school we are aware we need to be mindful of and respectful to a wide variety of faith and cultural beliefs, and we will make every attempt to be appropriately sensitive, equally, it is essential that our children still have access to the learning they need to stay safe, healthy and understand their rights as individuals.

We acknowledge that all young people deserve the right to honest, open, and factually correct information to help better form their own beliefs and values, free from bias, judgement, or subjective personal beliefs of those who teach them.

## **Policy Development**

This policy has been developed in accordance with the Department for Education's statutory guidance Relationships Education, Relationships and Sex Education (RSE) and Health Education, applicable from 1 September 2026. The school also has regard to the Equality Act 2010, Keeping Children Safe in Education 2026 and relevant statutory safeguarding and online safety guidance.

The policy has been developed in consultation with the school community, including staff, governors, pupils and parents/carers, and will be reviewed regularly to ensure that it continues to reflect statutory requirements and the needs of our pupils.

This policy is available:

- Online [School Policies | The Flying High Academy](#)
- From the school office (upon request)

This policy is reviewed and evaluated throughout the academic year. It is updated annually.

## **Roles, Responsibilities and Staff Training**

At The Flying High Academy, the RSHE programme will be led by Emma Gerrard (RSHE Lead). The programme leader will liaise with the governing body, parents/carers, Local Authority, and outside agencies and take responsibility for:

- Policy development and review
- Monitoring and assessing effectiveness in practice to inform policy review and development of the programme
- Assess and co-ordinate training and support for staff, parents/carers, where appropriate
- Liaise with external agencies to deliver specific elements of the programme
- Monitor and quality assure the programme to ensure continuity and progression within the curriculum
- Ensure that RSHE is fully represented at appropriate curriculum and pastoral meetings
- Ensure parents/carers are aware of what is being taught, by whom and when
- Staff and/or Governor Training – RSHE can be a sensitive issue. We will support all our staff by making provision for teaching staff to clarify legislation, curriculum requirements and to consider appropriate teaching approaches and materials. We will support the use of visitors from outside, such as health professionals, police and voluntary sector, and other organisations to provide support and training to staff teaching RSHE. We will ensure that all visitors have been quality assured in advance and only use reputable providers.

### **Confidentiality, Safeguarding and Child Protection**

It is inevitable that effective RSHE, which allows for open discussion to take place, may lead pupils to share their worries and concerns with staff (verbally and/or non-verbally). We will ensure that all our staff are completely familiar with our Safeguarding and Child Protection procedures. Pupil's disclosures and/or suspicions of abuse must be followed up with the pupil concerned, the same day and referred to the Designated Safeguarding Lead (DSL) or their Deputy without delay. The DSL or their Deputy will deal with these disclosures or concerns in line with the school's policies and procedures.

Safeguarding is everyone's responsibility; however, all staff, governors, visitors, parents/carers, and pupils need to be aware of who to report to and how to report any safeguarding concerns. The Designated Safeguarding Lead (DSL) and their Deputies in our school are – Evie Scarborough (DSL), Georgia Sergeant (DDSL), Emma Gerrard (DDSL), Kelly Rose (DDSL), Laura Newton (DDSL), Lorraine Broadley (DDSL), Clare Wall (DDSL) and Jane Adams (DDSL).

The nominated Governor with responsibility for RSHE is Richard Smith (Chair of Governors).

### **Parental Rights to Withdraw**

At The Flying High Academy, we are committed to ensuring that the education provided to our pupils in relationships education / RSE is appropriate to their age and compliant with the requirements of the Equality Act 2010.

We recognise, in accordance with the statutory guidance, that parents have the right to request for their child to be withdrawn from some or all of the sex education delivered as part of the statutory RSE (other than sex education in the National Curriculum as part of the Science curriculum), but not from relationships education at primary. Parents wishing to exercise this right must do so in writing to Evie Scarborough (Head Teacher). Before withdrawal takes place, the Headteacher will offer to discuss the request with the parent/carer so that the nature and purpose of the curriculum, the content that will be taught and the possible implications of withdrawal can be explained. A record of the request and discussion will be maintained. Appropriate alternative education will be provided during the withdrawn lesson(s).

Parents/carers have the right to request that their child is withdrawn from some or all of the non-statutory sex education provided by the school. Requests should be made in writing to the Headteacher and will be granted.

Parents/carers do not have the right to withdraw their child from statutory Relationships Education or from content taught as part of the National Curriculum for Science.

## **Managing Difficult Questions**

It is inevitable that controversial issues may occur as part of RSHE. We aim to address these issues with sensitivity and at a level appropriate to the age group and developmental stage of our pupils, considering any additional special educational needs, in an objective manner free from personal bias. Consideration will be given to the potential for small group or 1-1 discussion for specific questions to be discussed. We will take into account different viewpoints such as different religious beliefs. Discussions will be set within the legal framework and pupils made aware of the law as it relates to the issues being discussed.

## **Curriculum Design**

The RSHE curriculum at The Flying High Academy, will be taught through -

- Curriculum days
- PSHE/RSHE lessons
- External providers
- Taught by dedicated school staff
- Wider curriculum
- Taught by Pastoral staff
- Links with other curriculum areas such as – PE, Citizenship, Science, Religious Education etc

The programme will be delivered to all our pupils by teaching staff -

- By dedicated staff or external visitors such as health practitioners, Police, or others with expertise on specific topics
- In classes and adapted where appropriate, to meet all needs
- Use of 'ground rules' or 'group agreements' will create an environment where everybody feels able to discuss openly and honestly without fear of embarrassment or judgement
- Regular reminders for pupils will be given of who can offer confidential support. Worry boxes are available to support children having a voice.
- Contextual lessons will be planned and executed, in response to incidents and local area data.

Pupils/students will be supported with developing the following skills:

- Communication – speaking and listening, including how to manage changing friendships, relationships, and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

## **Curriculum Content (Primary)**

RSHE contributes to the school's preventative safeguarding curriculum. Pupils will be taught, in an age-appropriate and sensitive way, about personal boundaries, consent, appropriate and inappropriate contact, recognising unsafe situations, secrets that make them feel uncomfortable, and how to seek help from a trusted adult.

As pupils progress through primary school, teaching will respond appropriately to emerging safeguarding risks, including online pressure, coercion and requests to create or share inappropriate or intimate images. Content will be carefully sequenced and taught without unnecessarily alarming pupils.

Through an effective and creative curriculum and by the end of primary school, our pupils should know about:

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

In addition to the statutory Relationships and Health Education curriculum and the National Curriculum for Science, the school provides age-appropriate sex education for pupils in Year 5 and Year 6. This supports pupils to understand conception and birth in an age-appropriate and factual way and prepares them for the physical and emotional changes associated with growing up.

Parents/carers will be informed about the content of sex education and the resources used prior to its teaching via the school's messaging service, Dojo. The school will continue to consult with parents/carers when reviewing its approach to non-statutory sex education.

### **Physical Health and Mental Wellbeing (primary)**

Pupils will be taught that experiencing a range of emotions is a normal part of life and will develop age-appropriate strategies for managing their feelings and seeking support. Teaching will include understanding and responding to change, loss and bereavement, recognising that grief is a natural response to loss and that people may experience and express grief in different ways.

In addition, they will be taught about the characteristics of good physical health and mental wellbeing and of the benefits and importance of daily exercise, good nutrition, sufficient sleep and that mental wellbeing is a normal part of daily

life, in the same way as physical health. Within our curriculum and by the end of primary school, pupils should know about-

- Mental wellbeing
- Online behaviour and safety
- Physical health and fitness
- Healthy eating
- Drugs, alcohol, and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

Further details of our RSHE curriculum can be found by visiting our school website.

### **Breaches / Complaints:**

Breaches to this policy will be dealt with in the same way that breaches of other school policies are dealt with, as determined by the Head teacher and Governing Body.

If a parent/carer is not satisfied with our school's actions, we ask that they follow our school's complaint policy and procedures. This is available online from our school website, and on request from the school office.

### **Links with other policies**

You may find it helpful to read this RSHE Policy alongside the other following school policies:

| <b>Policy</b>                                             | <b>How it may link</b>                                                                                                                                                              |
|-----------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Safeguarding Policy                                       | Includes information about child protection procedures and contextualised safeguarding                                                                                              |
| Child-on-Child Policy                                     | Includes details about how to recognise, report and respond to all forms of child-on-child abuse                                                                                    |
| Relationship and Behaviour Policy                         | Includes details about the school's behaviour system including potential sanctions for pupils                                                                                       |
| Anti-Bullying Policy                                      | Includes information about bullying behaviours and vulnerable groups                                                                                                                |
| Online Safety Policy / E-Safety / Acceptable Use Policies | Includes information about children's online behaviour and details about online bullying / cyberbullying                                                                            |
| Equality Policy                                           | Includes information about our school's approach to tackling prejudice and celebrating differences. Links to prejudice—related language and crime and the protected characteristics |
| Complaints Policy                                         | Includes information about how to make a complaint if you are not satisfied with the school's response                                                                              |

**Further information and support can be found through the following links:**

- Statutory RSHE guidance - [Relationships and sex education \(RSE\) and health education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/consultations/relationships-and-sex-education-rse-and-health-education)
- Keeping Children Safe in Education - [Keeping children safe in education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/consultations/keeping-children-safe-in-education)

### **Monitoring, Evaluation and Review**

To ensure our RSHE programme is effective, is meeting the needs of our pupils and complies with the RSHE statutory guidance, the following strategies will be used to quality assure the programme of study:

- Evaluation self-review from pupils after specific topics or at the end of a key stage
- Comments from pupils and representatives from the pupil voice
- Whole class discussions

This policy is published on the school website and is available free of charge in paper format on request from the school office. Parents/carers will be informed of significant changes to the school's approach to RSHE. The policy will be reviewed annually and sooner where changes to statutory guidance, legislation or the needs of the school community require this.

Date approved by the Governing Body: September 2026

Date to be reviewed: September 2027