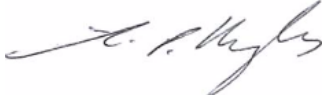


Relationships, Sex Education and Health Education Policy (RSHE)

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1. Introduction

1.1 This policy applies to all the academies within the Harmony Trust. It is intended that there will be a Trust wide approach to the implementation of the policy framework and its application within individual academies. At the Harmony Trust we have a good understanding of the context of our

communities and of our pupils' heritage and faith backgrounds. We have positive relationships between our academies and communities and aim to respect the background and beliefs of pupils and parents while delivering the statutory requirements as set out in [Relationships Education, Relationships and Sex Education and Health Education guidance](#).

2. Our Aims at the Harmony Trust are to:

- 2.1 Provide a **safe, respectful and inclusive framework** in which sensitive discussions can take place and where staff respond to pupils' questions in a manner that is age-appropriate and relevant to their individual context.
- 2.2 Support all pupils to be **happy, healthy and safe**, in accordance with The Harmony Pledge.
- 2.3 Prepare pupils for **puberty and the physical, emotional and social changes** they will experience as they grow, through age-appropriate learning.
- 2.4 Equip pupils with the knowledge, understanding and skills needed to develop **positive, respectful and healthy relationships**, recognising the importance of kindness, consent, personal boundaries and mutual respect.
- 2.5 Develop pupils' understanding of **physical health, mental wellbeing, emotional resilience and personal hygiene**, enabling them to make informed choices throughout their lives.
- 2.6 Provide pupils with the knowledge and skills to recognise risks and **keep themselves safe both offline and online**, including when using digital technologies and social media.
- 2.7 Foster self-respect, confidence, empathy and resilience so that pupils can **contribute positively to their communities and wider society**.
- 2.8 Create a positive culture in which pupils **understand and respect the diversity of families** and relationships, recognising that families can take many forms.
- 2.9 Promote respect for others and an understanding of **equality, inclusion and the protected characteristics** within British society.
- 2.10 Teach pupils the correct scientific names for body parts, including genitalia, in an age-appropriate manner to support **health education and safeguarding**.
- 2.11 Enable pupils to develop a **positive sense of self, high self-esteem and the confidence** to seek help and support when needed.

3. Statutory Requirements

- 3.1 At The Harmony Trust, Relationships, Health and Sex Education (RSHE) is delivered in accordance with the Department for Education's statutory guidance and forms an important part of our wider safeguarding curriculum. [Relationships Education, Relationships and Sex Education and Health Education guidance](#)
- 3.2 Relationships Education and Health Education are compulsory for all primary pupils, while any **Sex Education taught beyond the National Curriculum for Science is non-statutory and subject to parental withdrawal rights** as outlined in Section 9 of this policy.
- 3.3 Through an age-appropriate, inclusive and child-centred approach, RSHE supports pupils to develop the knowledge, skills and values they need to build healthy relationships, maintain positive physical and mental wellbeing, respect diversity, stay safe both online and offline, and prepare for life in modern Britain.
- 3.4 Our curriculum is underpinned by the principles of *Keeping Children Safe in Education (KCSIE)* [Keeping children safe in education 2026 \(comes into force from 1 September 2026\)](#) and the Equality Act 2010, promoting respect, inclusion and equality for all. [Equality Act 2010](#)
- 3.5 This policy is published on Academy and Trust websites and is available free of charge upon request. Parents and carers may request a paper copy from their child's Academy.

4. Policy Development

- 4.1** This policy is regularly reviewed, in consultation with staff, pupils, parents and carers, and the Board of Trustees. The consultation and policy development process has included the following steps since its inception:
- Review – a working party of teachers (the Personal Development, Behaviour and Welfare Harmony Learning Community) pulled together all relevant information including relevant national and local guidance
 - Staff consultation – all Academy staff were given the opportunity to look at the policy and make recommendations
 - Parent consultation – parents were invited to attend a meeting about the policy to provide feedback and raise any concerns they may have
 - Pupil consultation – we investigated what exactly pupils want from their RSHE
 - Leadership consultation - members of the Trust Leadership Team (TLT) took into consideration any comments and made amendments as appropriate.
 - Ratification – once amendments were made, the policy was shared with the Board of Trustees and ratified
- 4.2** A review of the policy has taken place by the Trust Executive Leader for Safeguarding, Pupil Development and Wellbeing to ensure compliance with the statutory guidance in place from September 2026
- 4.3** Members of the Harmony Trust Executive Leadership Team have reviewed the policy and given the opportunity to make recommendations
- 4.4** Parents have been consulted on the changes to the policy

5. Definitions

Relationships Education

- 5.1** Teaching includes families (recognising diverse structures, such as LGBTQ+), respectful relationships including friendships, online relationships and being safe. It equips children with safeguarding vocabulary and understanding to report concerns of abuse (physical, emotional, sexual, neglect).
- 5.2** Understand that they have a responsibility to treat each other with kindness, consideration and respect including, when online, securing permission and giving and understanding the concept of privacy.
- 5.3** Other core concepts developed through relationship education include: identity; risk and safety; diversity and equality; rights, responsibilities and consent; change and resilience; power (including persuasion and bullying); and an awareness of online safety.
- 5.4** **There is no right to withdraw from Relationships Education**

Sex Education

- 5.5** We will not deliver optional Sex Education.
- 5.6** The National Science Curriculum, which teaches about reproduction in other mammals (not humans) and plants in year 5 will continue to be taught.
- 5.7** **There is no withdrawal right as we do not teach the optional Primary Sex Education unit.**
- 5.8** If incidents occur within the Academy related to sexualised behaviours, a child may receive an individualised intervention. This will be part of the risk assessment which has been agreed in advance by the parent.

Health Education

- 5.9** Health Education supports pupils to understand and care for their everyday wellbeing by developing the knowledge, skills and attitudes they need to live healthy, safe and balanced lives.

It helps pupils to recognise how to look after their physical and mental health, make informed choices about food, activity and rest, and understand the importance of healthy routines.

- 5.10** Pupils learn how to stay safe both offline and online, including how to manage risks, protect themselves from harm and seek help when needed. Health education also builds awareness of substances such as drugs, alcohol, tobacco and vaping, focusing on risks and informed decision-making.
- 5.11** In addition, pupils will be taught practical skills such as basic first aid and how to respond appropriately in emergency situations. Learning will also include personal safety education, supporting pupils to recognise hazards, assess risks and take sensible steps to keep themselves safe in everyday situations, including near roads, railways, level crossings, water and other potential dangers.
- 5.12** As pupils' grow, health education also helps them understand how their bodies develop, including physical and hormonal changes, so they feel prepared, confident and supported as they move into adolescence.
- 5.13** Puberty, including menstruation, will be covered in Health Education and should, as far as possible, be addressed before children begin puberty.
- 5.14** **There is no right to withdraw from Health Education**

6. Curriculum

6.1 We have developed our RSHE curriculum in accordance with the statutory requirements of the National Curriculum and the Department for Education's Relationships, RSE and Health Education guidance.

6.2 Relationships Education includes:

- families and caring relationships
- friendships
- respectful relationships
- online relationships
- keeping safe

6.3 Health Education includes:

- mental wellbeing
- internet safety and harm
- physical health and fitness
- healthy eating
- drugs, alcohol and tobacco
- health prevention
- basic first aid
- changing adolescent body

6.4 The curriculum has been shaped through consultation with parents, pupils and staff and is designed to be age- and stage-appropriate, reflecting the needs, experiences and backgrounds of our pupils.

6.5 Teaching is delivered in a safe, supportive and inclusive environment where pupils are encouraged to ask questions and develop an accurate understanding of relationships, health, safety and wellbeing.

6.6 Teachers will answer pupils' questions honestly, factually and in an age-appropriate manner. Where questions fall outside the planned curriculum or are not appropriate to answer in a whole-class setting, pupils will be encouraged to discuss these with a parent/carers and signposted to trusted sources of support and information.

6.7 Where significant changes are made to RSHE content in response to emerging issues, local needs or safeguarding concerns, parents and carers will be informed and relevant curriculum materials will be made available on request.

- 6.8** Academy curriculums may need contextualised personalisation or individual adaptations for key pupils (sexual orientation, gender reassignment). Where this is the case advice will be sought from the Trust Executive Leader responsible for RSHE and parents will be informed in advance.
- 6.9** Parents and carers may request to view RSHE curriculum materials by contacting the Academy. Curriculum overviews are published on Academy websites and teaching resources are available to view on request.

7. Delivery of RSHE

- 7.1** RSHE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSHE are taught within the Science curriculum, and other aspects are included in Religious Education.
- 7.2** Teaching methods emphasise a safe, non-judgemental climate, ground rules, distancing techniques, and interactive learning. Lessons are differentiated to meet pupils' needs. Lessons are delivered by class teachers using age-appropriate resources.
- 7.3** Teachers use distancing techniques by using fictional characters to discuss sensitive scenarios, ensuring pupils and staff do not feel pressured to share personal experiences.
- 7.4** Adaptive teaching strategies will be used to support children who may experience difficulties with emotional regulation. These may include Zones of Regulation, regular check-ins on feelings, revisiting agreed ground rules, and offering planned or responsive movement or regulation breaks during RSHE lessons.
- 7.5** Ask it baskets or question boxes are used so children can ask questions safely.
- 7.6** Children are supported to identify a trusted adult at the Academy and a trusted adult at home. Visual supports are used where appropriate. This helps to create a safe and supportive learning environment and enables children to revisit learning and ask questions over time.
- 7.7** Pupils in the North-West Oldham academies also receive stand-alone puberty sessions delivered by a trained health professional. Parents are informed in advance of these sessions and can withdraw their children if they wish.
- 7.8** Any external visitors (such as NSPCC) contributing to RSHE are selected by the Academy, work under staff supervision, and must comply with safeguarding, curriculum and statutory guidance requirements. External visitors supplement but do not replace the planned RSHE curriculum and remain under the direction of teaching staff.
- 7.9 The National Curriculum – Science.**
The Key stage 1 and Key stage 2 National Curriculum states that pupil's learning should include teachings about the main external body parts, the growth and development of humans from birth to old age, including the changes experienced during puberty, asexual and sexual reproduction in plants and mammals, the importance of exercise and the impacts associated with diet, drugs and lifestyle on the function of the body.
- 7.10 There is no right to withdraw from the Science National Curriculum**

8. Roles and Responsibilities

8.1 The Board of Trustees is responsible for:

- Approving and regularly reviewing The Harmony Trust RSHE Policy.
- Ensuring that each Academy meets its statutory duties relating to Relationships Education, RSE and Health Education.
- Holding Principals accountable for the effective implementation, monitoring and evaluation of RSHE within their Academy.
- Ensuring that RSHE forms part of the Trust's wider safeguarding, wellbeing and personal development provision.

Operational detail and implementation of this policy is delegated to the Director of Education who will determine the monitoring, evaluation, training requirements and developmental priorities in relation to this policy.

8.2 The Principal, supported by the PSHE Lead, is responsible for:

- Ensuring that the RSHE policy is implemented effectively and reviewed regularly in consultation with pupils, staff, and parents/carers.
- Ensuring that parents/carers are informed about the RSHE curriculum by distributing CEO approved newsletters and have opportunities to view curriculum content and resources.
- Providing appropriate training and support so that staff are confident in delivering RSHE.
- Ensuring that RSHE is taught in an age- and stage-appropriate manner and is accessible to all pupils, including those with SEND.
- Monitoring the quality and impact of RSHE provision and responding to emerging safeguarding issues and local needs.
- Liaising with external agencies and ensuring that any visitors contributing to RSHE work within the Trust's policy and statutory guidance.
- Managing parental requests to withdraw pupils from any non-statutory elements of Sex Education, in line with statutory guidance.

8.3 Staff delivering RSHE are responsible for:

- Delivering RSHE in accordance with the Trust's policy, agreed curriculum and statutory guidance.
- Creating a safe, respectful and inclusive learning environment that encourages discussion and supports pupil wellbeing.
- Modelling positive, respectful relationships and attitudes.
- Teaching content sensitively and responding appropriately to pupils' questions, taking account of their age, stage of development and individual needs.
- Monitoring pupil understanding and progress and adapting teaching where appropriate.
- Contributing to the safeguarding of pupils by following Trust safeguarding procedures and reporting concerns in line with Academy policy.

Staff do not have the right to opt out of teaching RSHE. Any concerns regarding RSHE delivery should be discussed with the Principal.

8.4 Parents and carers play a vital role in supporting RSHE and will:

- Be provided with clear and accessible information about the RSHE curriculum through termly newsletters.
- Have opportunities to view representative curriculum materials and discuss the programme with the Academy.

- Be supported by continuing learning and discussions about relationships, health, wellbeing and safety at home.
- Be consulted when the Trust proposes significant changes to its RSHE policy and curriculum provision.

8.5 Pupils are expected to:

- Engage positively and respectfully in RSHE lessons.
- Treat others with kindness, dignity and respect, recognising that people may have different backgrounds, experiences, beliefs, and family circumstances.
- Contribute to discussions in a mature and considerate manner.
- Follow the agreed classroom expectations to help create a safe and supportive learning environment for all.
- Utilise the Trusted adults available to them should if they feel worried or concerned.

9. Parents' right to withdraw

- 9.1** Parents have **no right** to withdraw their children from statutory Relationships Education, Health Education or National Curriculum Science
- 9.2** Parents have the right to withdraw their children from any non-statutory sex education lessons taught outside of the Science curriculum
- 9.3** Requests for withdrawal should be put in writing and addressed to the Principal

10. Staff Training

- 10.1** Teaching Staff are trained on the delivery of RSHE upon induction and it is included in the Academy CPD calendar.
- 10.2** Staff receive training to build knowledge, skills and confidence, including safeguarding and handling sensitive questions.
- 10.3** The Principal/RSHE Lead may invite visitors from outside the Academy, such as the school nurse, to provide support and training to staff teaching RSHE.
- 10.4** The RSHE Lead will use monitoring opportunities, to guide future CPD opportunities where appropriate.

11. Inclusion, Equality and SEND

We ensure our curriculum is accessible to every child

- 11.1** We comply with the relevant requirements of the Equality Act 2010 and the Public Sector Equalities Duty (2014): We will not unlawfully discriminate against pupils or allow children to be bullied because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (Protected Characteristics).
- 11.2** RSHE will be accessible to all pupils, including those with SEND, through appropriate differentiation and reasonable adjustments. Where pupils are educated out of cohort and within an Inclusion Hub (SEND Unit or Enhanced Resource) appropriate curriculum provision will be made to ensure that all pupils have the relevant information and strategies to keep themselves safe.
- 11.3** We celebrate difference and diversity. The bullying or discrimination of anyone for any reason is not acceptable. We believe that our Relationships Education Curriculum will foster a strong sense of community, mutual respect and give pupils a sense of responsibility.
- 11.4** Teaching will be sensitive and inclusive, with respect for the diverse backgrounds and beliefs of pupils and parents/carers. Teachers may acknowledge that pupils hold a range of beliefs while clarifying that the purpose of lessons is to provide accurate information and a safe space for questions. Pupils retain the right to pass on discussing anything they do not wish to discuss.

12.Safeguarding

- 12.1** RSHE is a key component of safeguarding.
- 12.2** The curriculum creates opportunities to teach healthy behaviour, caring relationships, online safety, seeking help and reporting concerns.
- 12.3** Staff follow the Academy's Safeguarding and Child Protection policy, speak to the Designated Safeguarding Lead (DSL) where concerns arise and comply with statutory procedures.
- 12.4** Visitors are required to follow the Academy's safeguarding protocols and inform the DSL of any concerns.

13.Monitoring Arrangements

- 13.1** The Trust regularly monitors the quality of provision across all its academies. RSHE falls within this monitoring cycle.
- 13.2** The Principal of each academy holds the accountability for ensuring that this policy is adhered to and implemented and that the curriculum is delivered effectively with impact.
- 13.3** Teaching and learning of RSHE is monitored by the PSHE Subject Lead in each Academy through the Academy monitoring arrangements, such as learning walks, peer reviews, and pupil consultations.
- 13.4** Pupils' development in RSHE is monitored by class teachers as part of our internal assessment systems.
- 13.5** Teachers will engage pupils in assessment opportunities to determine their prior learning and reflect on their learning within lessons.
- 13.6** Assessment focuses on knowledge, understanding and skills development and will never require pupils to disclose personal experiences or beliefs.
- 13.7** Trustees monitor this policy on an annual basis (or sooner if required).

14. Appendices:

Appendix 1: National Curriculum - Science Programmes of Study

[National curriculum in England: science programmes of study - GOV.UK](https://www.gov.uk/national-curriculum/science-programmes-of-study)

Appendix 2: PSHE Curriculum

The Harmony Trust PSHE Subject Overview (2026-27) (Some topics bridge one or more themes and other aspects are taught through science or computing as and when the circumstances require it)						
Key Themes						
Relationships Education Themes		Health Education		Economic Wellbeing and Careers Education		
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Early Years	Taught across all areas of the curriculum through planned provision					
Year 1	Rules and Responsibilities	Feelings <i>Zippy Module 1</i>	Healthy Lifestyles	Communication <i>Zippy Module 2</i>	Keeping Safe	Communities
Year 2	Rules and Responsibilities	Making and Breaking Relationships <i>Zippy Module 3</i>	Changing and Growing	Conflict Resolution <i>Zippy Module 4</i>	Money	Separation and Loss <i>Zippy Module 5</i>
Year 3	Rules and Responsibilities	Healthy Lifestyles	Resilience & Keeping Safe <i>Zippy Module 6</i>	Safety (e-safety)	Similarities and Differences	Emotions
Year 4	Rules and Responsibilities	Growing and Changing	Feelings <i>Apple Module 1</i>	Managing Money	Communication <i>Apple Module 2</i>	First Aid
Year 5	Rules and Responsibilities	Nutrition and Food	Friendship <i>Apple Module 3</i>	Drugs, Alcohol and Tobacco	Solving Problems <i>Apple Module 4</i>	Health
Year 6	Rights and Responsibilities	Changes, including Loss <i>Apple Module 5</i>	Healthy Relationships	Aspirations	Economic Awareness	Moving Forward <i>Apple Module 6</i>