

Relationships and Sex Education (RSE) and Health Education Policy

Relationships and Sex Education (RSE) and Personal Social, Health and Education (PSHE) Policy			
Current Status	Operational	Last Review:	October 2025
Responsibility for Review:	Group Head of Welfare and Safeguarding	Next Review:	
Internal Approval:	SET Curriculum	Originated as:	

1. Scope

1.1. This policy applies to all staff and any other personnel associated with Eastern Education Group (EEG) schools which includes:

- Chalk Hill
- Duke of Lancaster School
- Exning Primary School
- Priory School
- Stanton Primary School
- Stone Lodge Academy
- Sunrise Academy

2. Introduction

- 2.1. Relationships education compulsory for all students receiving primary education, and Relationships and Sex Education (RSE) compulsory for all students receiving secondary education. See government's guidance [Relationships Education, Relationships and Sex Education and Health Education guidance](#).
- 2.2. We recognise that schools play a crucial role in preventative education. This is most effective in the context of a whole school approach that prepares students for life in modern Britain and creates a culture of zero tolerance for racism, sexism, misogyny/misandry, homo/bi/trans phobia and sexual violence and harassment.
- 2.3. We believe that Personal, Social, Health and Economic (PSHE) education has a significant role in students' ability to learn, develop as citizens and prepare for the opportunities, responsibilities and experiences of adult life.
- 2.4. We believe that students need to learn about the many emotional aspects of life and how to manage their own emotions, and we recognise how PSHE supports many of the principles of Safeguarding.

Relationships and Sex Education (RSE) and Health Education Policy

- 2.5. This policy outlines our whole school approach to Relationships and Sex Education (RSE) and Health Education, in line with our ethos and aims.
- 2.6. As our RSE is taught as part of our Personal, Social, Health and Economic education (PSHE) curriculum, this policy also outlines our whole school approach for PSHE.

3. Definitions

- 3.1. RSE is about the emotional, social and cultural development of students, and involves learning about healthy relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.
- 3.2. RSE involves a combination of sharing information and exploring issues and values. RSE is not about the promotion of sexual activity, sexual orientation, or a specific sexual identity.
- 3.3. PSHE gives students the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed active responsible citizens.

4. Our aims for RSE and PSHE

- 4.1. The aims of RSE at our school are to:
 - Provide a framework in which sensitive discussions can take place.
 - Prepare students for puberty, give them an understanding of sexual development and the importance of health and hygiene.
 - Help students develop feelings of self-respect, confidence and empathy.
 - Create a positive culture around sexuality and relationships.
 - Teach students the correct vocabulary to describe themselves and their bodies.
 - Help students understand that healthy relationships are an important part of wellbeing.
 - Prevent students from becoming involved in child-on-child abuse, and /or experiencing harm in school/in the community.
- 4.2. The aims of our PSHE curriculum is to teach:
 - the skills needed for successful relationships.
 - a moral framework that will guide students in their decisions and behaviours.
 - an understanding of student's bodies.

- the confidence and know-how to seek help and advice.
- raise students' self-esteem, self-awareness and confidence.
- an awareness of the right that students have over their own body.
- the ability to respect the rights of others to hold opinions that differ from that of the students own as long as these views do not impact on the rights of anyone else.
- the ability to take responsibility for, and accept the consequences of, students own actions.
- the knowledge to reduce the risks to students own health and the health of others.

5. Our RSE curriculum

5.1. Our RSE will focus on:

- Healthy bodies
- Being me and my world
- Celebrating difference
- Dreams and goals
- Healthy me
- Relationships
- Changing me

5.2. It focuses on teaching the fundamental building blocks and characteristics of positive relationships, including:

- Families and people who care for me
- Caring friendships
- Respectful kind relationships
- Online safety and awareness
- Being safe Health topics will include:
- General wellbeing
- Wellbeing online
- Physical health and fitness
- Healthy eating
- Health protection and prevention
- Personal safety
- Basic First Aid
- Developing bodies

5.3. It will:

- consider the ages, aptitudes and needs of all students, including those students with Special Educational Needs and Disabilities (SEND) and an Educational Health Care (EHC) plan.

- 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.
- ensure that discriminatory, extremist opinions or behaviours are challenged as a matter of routine.

6. Our PSHE curriculum

6.1. Chalk Hill, Duke of Lancaster School, Stanton Primary School and Sunrise Academy use a platform called [Jigsaw PSHE](#) - a mindful and child-centred approach to PSHE with an original and comprehensive scheme of learning which integrates PSHE with emphasis on emotional literacy, mental health and SMSC, especially spiritual development. Jigsaw PSHE will support the development of skills, attitudes, values and behaviour, which enable students to:

- Have a sense of purpose
- Value self and others
- Form relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond to challenge
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

6.2. Priory School and Stone Lodge Academy deliver their PSHE curriculum in-house drawing on guidance from the [PSHE Association](#) and Suffolk's RSHE Portal.

6.3. Exning Primary School delivers their PSHE curriculum through the Kapow Primary scheme, a whole-school approach designed to support children's personal, social, and emotional development from Reception through to Year 6.

6.4. All our schools have a named PSHE Leader, who is responsible for:

- Preparing the school's RSE and PSHE curriculum intent and scheme of work, evaluating and reviewing as necessary.
- Co-ordinating and leading the implementation of the RSE and PSHE throughout the school.
- Updating the RSE and PSHE curriculum to respond to local/regional/national developments appropriately.

- Liaising with colleagues in school and outside agencies as appropriate to develop opportunities for student engagement.
- Completing monitoring of the RSE and PSHE curriculum through book monitoring and lesson observations to check standards, impact and to support further development of the curriculum.

7. Delivery of our PSHE curriculum

- 7.1. The PSHE course is delivered to all students through discrete PSHE lessons taught by our teachers or other suitably trained staff.
- 7.2. Elements of the PSHE curriculum may be supported through additional expertise such as outside speakers, trained health professionals, or the use of teachers with a particular interest or knowledge in a specific area.
- 7.3. PSHE is also embedded within the curriculum (e.g. social issues through the sharing stories) and students are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities.
- 7.4. The PSHE curriculum encourages students to be community minded with a willingness to get involved and volunteer; helping to teach a deep understanding of British Values to promote tolerance of others and willingness to listen and appreciate the views and lifestyles of others.

8. Monitoring and Assessment

- 8.1. Each half term, we will assess whether students are working below/at/above expectations for each unit.
- 8.2. The PSHE Leader analyses the assessment data and uses it to evaluate our RSE and PSHE curriculum against our aims (see paragraph 4).

9. Equality

- 9.1. Our schools, in its delivery of RSE and PSHE will comply with relevant requirements of the Equality Act 2010, including the Public Sector Equality Duty (PSED) (s.149). Topics will be taught in a way which does not discriminate against students or amount to harassment. students will be encouraged to understand the importance of equality and respect and learn about the law relating to the protected characteristics (by the end of their secondary education).

- 9.2. The protected characteristics are age, disability, gender reassignment, sexual orientation, marriage or civil partnership, pregnancy and maternity, race, religion or belief, and sex.

10. Responding to new risks or issues in the national or local context

- 10.1. The school will carefully sequence teaching so that students are supported and equipped with the knowledge to navigate different experiences in a positive way before they occur, and to prevent harms.
- 10.2. The school will maintain a relevant and responsive curriculum to ensure that any particular or new issues that are affecting the students in the school (or nationally) are addressed in a timely manner so that the children are kept as safe as possible on/offline.

11. Parents/carers right to withdraw

- 11.1. Parents/carers do not have the right to withdraw their child from relationships education, however, have the right to withdraw their child from the non-statutory components of sex education of RSE and PSHE.
- 11.2. Requests for withdrawal should be put in writing addressed to the Head Teacher (for Exning Primary School or Stanton Primary School) or Head of School (for Chalk Hill, Duke of Lancaster School, Priory School, Stone Lodge Academy, Sunrise Academy).
- 11.3. Alternative work will be given to students who are withdrawn from sex education.

12. Safeguarding

- 12.1. RSE and PSHE discussions can lead to increased safeguarding concerns being raised/disclosed by students.
- 12.2. Staff will follow the school's Safeguarding and Child Protection Policy if they have concerns about student wellbeing or safety and confidentiality arrangements will be clearly explained to students prior to sessions.