Relationships Health and Sex Education Policy

Policy Code:	
Policy Start Date:	September 2026
Policy Review Date:	September 2027

Overview

This policy is Trust-wide.

Part 1 provides the principles behind the use of Restrictive physical intervention in all our schools and provides key statutory guidance for all staff.
Part 2 will be contextualised by schools to show how these principles will be applied in each unique CIT setting.

Part 1
CIT Statutory Guidance for Relationships, Health, Sex Education

CIT Multi-Academy Trust is committed to delivering high-quality, inclusive Relationships, Sex and Health Education (RSHE) across all our academies and designations.

This policy ensures compliance with the statutory guidance issued by the Department for Education (DfE) in July 2025 and reflects our safeguarding responsibilities, values of equality, and commitment to pupil wellbeing.

1. Scope

This policy applies to:
- All academies within the Trust
- All staff, including teachers, support staff, agency staff, volunteers and any person who delivers any aspect of RHSE curriculum.
- All pupils on our school rolls
- Governors, trustees, and relevant external providers

The policy should be applied consistently across the Trust, and school leaders will be expected to detail their own individual school context at the end of this policy in Part 2.

2. Legal Framework

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make relationships education compulsory for all pupils receiving primary education and relationships and sex education (RSE) compulsory for all pupils receiving secondary education.
This policy is informed by, and complies with, the following key legislation and statutory guidance:
- Keeping Children Safe in Education (KCSiE 2026)
- Equality Act 2010 and Human Rights Act 1998
- Education Act 2002 (Section 80A)

- Education Act 1996 (Section 403)
- Academy Trust Handbook 2025 [gov.uk]

4. Equality

All CIT Schools will comply with relevant requirements of the Equality Act 2010, including the public sector equality duty (PSED) (s.149), when teaching RSHE.

Schools must ensure topics in RSHE are taught in a way which does not discriminate against pupils or amount to harassment.

Pupils will be supported by school staff and curriculum content to understand the importance of equality and respect and learn about the law relating to the protected characteristics in an age and stage appropriate format.

4. Aims and Principles of RSHE

RSHE within any setting within CIT aims to:

RHSE supports pupils to:

- Develop healthy, respectful relationships
- Understand physical and mental wellbeing
- Stay safe (including online)
- Prepare for adult life in modern Britain

The Trust recognises RHSE as central to safeguarding and promoting pupils' welfare through:

- Equipping pupils with knowledge to make informed decisions about relationships, health, and wellbeing – relevant to age, stage, cognition. High quality, evidence-based teaching of relationships, sex and health education (RSHE) can help prepare pupils for the opportunities and responsibilities of adult life, and can promote their moral, social, mental and physical development.
- Promoting respect, kindness, and equality. Effective teaching will support young people to cultivate positive characteristics including resilience, self-worth, self-respect, honesty, integrity, courage, kindness, and trustworthiness.
- Supporting safeguarding through age-appropriate education on consent, abuse, and online safety
- Reflecting the diverse backgrounds and identities of our pupils and contexts.

RHSE across the Trust will be:

- Age-appropriate and developmentally sequenced
- Inclusive and accessible to all pupils, including SEND
- Evidence-informed and regularly reviewed
- Delivered sensitively and responsibly
- Rooted in safeguarding and child protection
- Transparent to parents and carers

The Trust requires all teaching of RHSE in all schools to be:

- Compliant with the Equality Act 2010

- Reflecting diversity without promoting any particular lifestyle
- Supporting of students with SEND through adapted delivery
- Sensitive to religious and cultural backgrounds
- Applying a balanced and factual approach

5. **Curriculum Design**

The Trust expects that every school will develop a curriculum that:

- Meets the statutory content for RSHE (DfE 2026 guidance) and is compliant with all aspects for the designation of the school.
- Is age-appropriate and developmentally suitable for the context and designation of the individual school
- Includes statutory content for the designation of the school i.e. mainstream primary, specialist or secondary (to be set out in Part 2 of this document).
- Is inclusive of all pupils including those with protected characteristics.

Each CIT school has the autonomy to set their own compliant and setting/context specific curriculum which is carefully constructed and sequenced around the needs of their own pupils.

The Directors of Education will ensure that curriculum construction and content is effective and compliant.

School leaders will ensure that effective, high-quality teaching will break down core knowledge and skills into manageable and well-sequenced units, including opportunities for pupils to practise skills so that they will be confident to use them in real-life situations.

The curriculum for all school designations will build knowledge and skills sequentially, and ensure regular feedback provided on pupil progress.

There will be a range of opinions regarding some topics within RSE. The starting principle should be that applicable law should be taught in a factual way so that pupils are clear about their rights and responsibilities as citizens.

All school curriculum sequences must enable CIT pupils to understand the importance of equality and respect throughout their education. They should learn about all protected characteristics, including sexual orientation and gender reassignment, by the end of their secondary education.

6. Safeguarding

At CIT we believe that the teaching of RHSE is a key safeguarding tool and is a key part of our safeguarding strategy. The impact of RHSE provision is checked as part of the Safeguarding school reviews.

Pupils will be taught how to identify and report abuse. Relationships education will focus on how to form and sustain positive relationships but will also help children identify risks and harms. Relationships education may therefore include topics related to preventing sexual abuse, for example, or avoiding sharing inappropriate material online. This will be done without describing the detail of any sexual activity involved.

Staff will follow Trust safeguarding procedures if disclosures arise during RSHE lessons.

Leaders will ensure that the RHSE curriculum:

- Is embedded within each school's safeguarding framework
- Enables pupils at an age and stage appropriate level to recognise abuse, coercion, and exploitation
- Provides clear reporting routes for when concerns arise
- Is delivered by trained staff who understand both school and Trust safeguarding policy and protocols

All disclosures made during RHSE lessons will be managed in line with:

- The school Child Protection and Safeguarding Policy
- KCSIE statutory guidance

7. Delivery of RHSE

Responsibility
Headteachers are responsible for ensuring compliance of curriculum and delivery of any RHSE content in their school.
Trust Education leads and safeguarding central team will provide oversight and challenge to support compliance.

Teaching Staff
In all CIT schools RHSE will be delivered by:

- Trained teachers and/or specialists who understand the guidance and curriculum they are delivering
- Staff who are considered by school leaders to be confident and competent in handling sensitive topics

Pupils may ask questions about topics which go beyond any sex education covered by the school or relate to sex education from which they have been withdrawn. School leaders will set out in Part 2 of this document how they expect teachers to handle such questions, with an emphasis on supporting the child – including detail of the support and training in handling questions that are better not dealt with in the classroom.

Use of External Providers
Schools may need to use the services of external providers or organisations who come in to speak to or work with adults or pupils about content related to RHSE

curriculum provision. It is the Trust expectation that school leaders ensure they are:

- Carefully vetted and quality assured
- Aligned with Trust policy and safeguarding standards (including the Visiting Speakers Policy)
- Not used to replace teacher responsibility

8. Parental/carer Engagement

The Trust is committed to transparency and partnership with parents.

All CIT schools will ensure they take steps to pro-actively engage parents and carers make sure they are aware of what is being taught in RSHE. These steps might include inviting parents into school to discuss the curriculum content and the importance of RSHE for wellbeing and safety, inviting them to discuss any concerns, and supporting parents in managing conversations with their children about RSHE topics.

Schools will consult parents and carers when developing and reviewing their RSE policy and RSHE curriculum content.

The overview of the RHSE curriculum topics and when they are being taught will be available on all school websites.

Teaching materials that give further detail of content covered in these lessons will be available on request.

Parents and carers have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RHSE.

Parents do not have the right to withdraw their pupils from relationships and health education, nor can they be withdrawn from topics taught as part of the science curriculum, including science topics related to puberty or sexual reproduction. It is an expectation in all Trust schools that Headteachers ensure this is the case.

Before granting any request for withdrawal of a child from sex education, The Trust will require that the school's Headteacher will discuss the request with parents, (and the child if appropriate), to understand the request and to clarify the nature and purpose of the curriculum. Schools will document this process to ensure a record is kept.

- Where **primary schools** provide sex education, Headteachers must automatically grant a request to withdraw a pupil from it, other than content that is taught as part of the science curriculum.
- In **secondary** schools, the Headteacher can refuse a request in exceptional circumstances, for example because of safeguarding concerns or a pupil's specific vulnerability.

From three terms before the pupil turns 16, a pupil can choose to opt back into sex education even if their parent has requested withdrawal.

For example, if a pupil turns 16 during the autumn term, the pupil can opt back into sex education at any time after the start of the previous autumn term. All relevant CIT schools will ensure that pupils know they have this option.

If a pupil is withdrawn from sex education, it is the Headteacher's responsibility to ensure that the pupil receives appropriate education during the period of withdrawal.

9. Pupils with special educational needs and disabilities

Teaching should be developed to ensure these subjects are accessible for pupils with SEND and prepare pupils for adulthood, as set out in the SEND code of practice: 0 to 25 years.
This applies to both mainstream primary, secondary and specialist schools.
Schools should be aware that pupils with SEND may be more vulnerable than their peers to harmful sexual behaviour, sexual abuse, exploitation and violence, bullying and other issues.
RSHE can be particularly important for these pupils, particularly those with social, emotional and mental health needs or learning disabilities.
How schools will ensure RHSE content is accessible to SEND pupils will be st out in Part 2 of this policy document.

10 . Monitoring and Evaluation

The Trust will conduct audits of RSHE provision through the School Review and Safeguarding Review processes.

Governors and trustees will receive updates on RSHE implementation as part of Safeguarding Governor feedback to the LSB.

Leaders will detail in Part 2 of this policy document how the school will monitor the quality and impact of RHSE curriculum and teaching. How this information will be gathered, analysed and used to improve the knowledge and understanding of pupils in the setting.

11. Staff Training

The Trust expects that all CIT schools will ensure schools train and prepare staff for delivering RHSE content.
Part 2 of this document will set out how school leaders will ensure that all staff delivering RHSE will receive:

- Regular safeguarding updates
- RHSE-specific CPD
- Guidance on handling disclosures and sensitive issue

10. Roles and Responsibilities

Trust Board: The Board are responsible for the oversight of the implementation of the policy. The board will take assurances from the roles below to ensure they know that:

- All pupils make progress in achieving the expected educational outcomes
- Teaching is accessible to all pupils with SEND.
- Curriculum content and teaching materials are aligned with this statutory guidance 34
- Clear information is provided for parents on the subject content, teaching materials and external providers, and on the right to request that their child is withdrawn from sex education.

Executive Leadership: The ELT will approve Part 1 of this policy. They have responsibility for strategic direction and compliance towards Trust expectations. The Director of Safeguarding will keep this policy reviewed and up to date.

Directors of Education and the Safeguarding central team will use monitoring activities to check compliance to this policy (Parts 1 and 2).

Local School Boards: Monitoring implementation at school level and reporting impact and compliance to the Trust.

Headteachers:. Are responsible for their school RHSE offer, policy training and delivery. They will need to contextualise this policy (Part 2) to ensure compliance with the RHSE Statutory Guidance 2026. They are responsible for the compliant delivery of the appropriate RHSE curriculum content.

RSHE Leads: Curriculum planning and quality assurance of the delivery. Ensure teachers are assessing performance and use this information to understand whether pupils are accessing and understanding the content and teachers are able to plan the appropriate next steps.

12. Complaints

Concerns regarding RHSE should be raised through:

- School complaints procedures
- Escalation to Trust if required as set out in the Trust Complaints Policy

All complaints will be handled:

- Promptly
- Respectfully
- In line with statutory responsibilities

13. Review and Publication

Approved by: ELT
Date of approval:
Effective from: September 2026
Review date: September 2027
Policy owner: Director of Safeguarding

This policy will:
Be reviewed annually by the Director of Safeguarding and ELT
Part 1 of this guidance will be made available to parents through school websites.
Part 2 of this guidance will be available to parents on request.

Part 2 Tulip Academy specific RSHE provision

School details

RSHE lead: Toni Wand

Effective from: September 2026 Review: September 2027

Approved by and date: Awaiting approval from Governors

1 Our approach

Our Relationships, Sex and Health Education (RSHE) provision supports pupils to develop positive relationships, communicate their needs, stay safe and prepare for adulthood. This school-specific section should be read alongside Part 1, which sets out the Trust requirements. Parents refers to parents and carers.

Teaching takes account of chronological age, communication, understanding, physical development and individual circumstances. Education, Health and Care Plan outcomes, professional advice and family knowledge inform adaptations. Pathway placement shapes delivery without removing entitlement to appropriate RSHE.

2 Provision across the five pathways

Pathway	Focus and delivery	Evidence of progress
Preformal	Relationships, communication, body awareness, preferences and wellbeing. Familiar adults embed learning daily through interaction, sensory experiences, meals, personal care and supported movement.	Individual observations and the Engagement Model; changes in anticipation, participation, communication and expressions of comfort or refusal.
Informal	Relationships, feelings, boundaries, hygiene, puberty and independence. Personalised target time and short practical teaching are reinforced through daily routines and community experiences.	Handbook baseline descriptors and individual targets; more consistent communication, self-care and application across routines. Engagement Model where appropriate.
Semiformal	Relationships, health, safety, growing and changing. A three-year thematic curriculum across KS2–KS4 uses visual support, stories, discussion, modelling and practical rehearsal.	Accessible questioning, observation and practical tasks showing understanding, recall and application of planned knowledge and skills.
Formal	Relationships, consent, physical and mental health, online safety and age-appropriate sex education. Planned KS2–KS4 sequences use explicit teaching, discussion and scenarios.	Discussion, retrieval, work samples and practical application; evidence of retained understanding and increasingly informed decisions.

Pathway	Focus and delivery	Evidence of progress
Post 16	Relationships, wellbeing, safety and preparation for adulthood. A three-year cycle uses practical situations and supported decision-making, with teaching adapted from the other pathways as needed.	Application to adult-life situations, help-seeking, communication of boundaries and increasing independence with appropriate support.

Class teachers plan, teach and assess provision with prepared support staff. The RSHE lead coordinates coverage and quality; the Headteacher retains overall responsibility. Pupils on the Formal and Semiformal pathways receive a minimum of one hour of scheduled RSHE teaching each week. For Informal and Preformal learners, planned RSHE learning is embedded throughout the school day through personalised activities, interactions and daily routines, providing repeated opportunities to develop and practise skills.

Curriculum content and accessibility

3 Content and progression

The pathway handbooks and long-term maps provide the detailed teaching sequences. The overview below summarises progression; class plans identify the active cycle, timing, resources and individual adaptations.

Provision	Curriculum overview and timing
Preformal and Informal	Daily personalised learning about relationships, communication, feelings, body awareness, privacy, health and safety. Puberty and independence teaching responds to pupils' age, development and needs.
Semiformal	Three-year cycle across KS2–KS4. Recurring strands cover families, relationships, body awareness, growing and changing, grief and loss, and people who help us. Topics develop towards consent, respectful relationships and adulthood. Year 1 Term 5 includes KS3 puberty and development and KS4 reproduction and health.
Formal KS2	The four-year curriculum cycle covers friendships, families, respect, risk awareness, health, online safety, personal boundaries, and growing and changing. Reproduction and birth are included in Cycle Year 1, Term 6, and Cycle Years 2 and 3, Term 2. Although Tulip Academy does not currently have a Formal KS2 class, the curriculum is developed and ready to implement as the school grows and provision evolves.
Formal KS3 and KS4	Three-year KS3 and two-year KS4 cycles develop relationships, consent, health, risk and online wellbeing. KS3 Year 3 includes contraception and sexual health in Term 5 and intimate relationships in Term 6. KS4 revisits sexual health in Year 1 Term 2 and intimate relationships in Year 2 Term 2.
Post 16	Year A: online safety, strengths, pressure, self-esteem, healthy lifestyles, puberty and intimate relationships. Year B: rights, feelings, discrimination, body image, consent, privacy and power. Year C: adulthood, work, finances, mental health, getting help, substances, parenthood, reproductive health and risk. Detailed block order follows the Post 16 map.

4 Curriculum Design

Our RSHE curriculum follows a spiral approach, revisiting core themes with increasing depth and complexity to consolidate understanding, extend knowledge and skills, and support greater independence. Rolling programmes organise curriculum coverage, while teaching is adapted to pupils' age, development and individual needs.

Teachers revisit or bring forward essential learning in response to pupils' needs rather than waiting for a later cycle. Parents receive the relevant curriculum overview and advance information about sex education. The RSHE lead reviews detailed plans to ensure coverage meets the requirements set out in Part 1.

5 Relationships health and sex education

Relationships education covers families, friendships, respect, boundaries and help-seeking. Health education includes wellbeing, hygiene, body awareness, puberty and menstrual health. Sex education includes sexual relationships and the sexual aspects of reproduction, contraception and sexual health. Teachers identify these components separately within mixed units and distinguish them from science.

Primary sex education beyond science: [Confirm content and timing, or state that none is provided].

6 Making learning accessible

Staff use pupils' preferred communication, including speech, signs, symbols, objects, eye gaze and other communication aids, with processing time, repetition and practical rehearsal. Resources respect pupils' age and dignity. Adults attend to non-verbal responses; silence or lack of resistance is not agreement. Personal care follows agreed arrangements, protects privacy and responds sensitively to distress or refusal.

School arrangements and review

7 Staff training and external contributions

The Headteacher and RSHE lead review training needs annually and before unfamiliar or sensitive teaching. Staff receive safeguarding updates, RSHE-specific development and guidance on accessible delivery, disclosures and difficult questions. Support staff are briefed on objectives, vocabulary and individual needs.

External providers: [Confirm names and contributions, or state none]. Contributions and materials are checked beforehand under the Trust Visiting Speakers Policy; teachers retain responsibility for delivery and follow-up.

8 Working with parents

Parents will be consulted when this policy is developed or reviewed. The policy and curriculum overview will be published on the school website, with a free policy copy available on request. Parents can contact the class teacher or school office to arrange access to all teaching materials, including external resources. Copyright conditions affect how materials are shared, not whether parents can view them.

9 Withdrawal and sensitive questions

Requests to withdraw from sex education should be directed to the Headteacher through the school office. The Headteacher discusses and records the request and arrangements in accordance with Part 1. Withdrawal does not apply to relationships education, health education or science. Purposeful alternative education is provided where withdrawal applies. Pupils are supported to understand their right to opt back in from three terms before turning 16.

Staff answer questions calmly and accurately without requiring personal disclosure. For primary questions beyond the school's sex education offer, or questions about content from which a pupil has been withdrawn, staff acknowledge the question and arrange appropriate follow-up with the RSHE lead and, where needed, the Designated Safeguarding Lead (DSL). Parents are involved where safe and appropriate; pupils

are not left without support. Disclosures or signs of harm are acted on promptly under safeguarding procedures, without promising secrecy.

10 Monitoring and evaluation

Teachers check starting points, recall and application, using the pathway approaches above. Evidence distinguishes participation from understanding and records the support needed. The RSHE lead and pathway leaders review plans, resources, learning visits, assessment and accessible pupil feedback termly. Family feedback contributes to understanding how learning transfers beyond school.

Findings identify gaps and inform teaching, resources and staff development. Leaders check the impact of changes and report to the Headteacher and Local School Board through Trust monitoring arrangements. This Part 2 is reviewed annually with parent consultation and accessible pupil engagement, or sooner if provision or guidance changes.

Supporting curriculum documents

Preformal provision handbook; Informal provision handbook; Semiformal long-term map with RSE embedded; Formal long-term plan covering KS2–KS4; and Post 16 Year A, B and C map. These remain the detailed planning documents supporting this policy.