

SHERBORNE AREA SCHOOLS' TRUST



Relationships, Sex and Health Education Policy Principles

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RELATIONSHIPS, SEX AND HEALTH EDUCATION POLICY PRINCIPLES

'Sexuality is an intrinsic part of being human and sexual development is a normal part of growing up. Some primary schools call the topic "growing up" and this can be more meaningful to young children and more comfortable for adults. It doesn't matter what it is called as long as it is happening, and by "it" we mean learning about family, friendships, staying safe, healthy relationships, puberty, sexual health and more.' **Lucy Emerson, coordinator of the Sex Education Forum, The Guardian, 'Why Sex Education Matters' (2013)**

Every school within SAST will have its own bespoke policies for the teaching of relationships education (primary), relationships and sex education (secondary) and health education. At different points in this document the abbreviation RSE will be used as a 'catch-all' reference.

SAST recognises that, in this instance, it is not appropriate to have a trust-wide policy. Individual school policies will, however, adhere to the following principles set out below.

School policies will be informed by the latest guidance from the Department for Education, which replaces the sex and relationships education guidance issued in 2000. This new guidance will be reviewed 3 years from first required teaching (September 2020) and every 3 years after that point.

The guidance should be read in conjunction with:

- [Keeping Children Safe in Education](#) - statutory guidance
- [Respectful School Communities: Self Review and Signposting Tool](#) - a tool to support a whole school approach that promotes respect and discipline
- [Behaviour and Discipline in Schools](#) - advice for schools, including advice for appropriate behaviour between pupils
- [Equality Act 2010](#) and [schools](#)
- [SEND code of practice: 0 to 25 years](#) - statutory guidance
- [Alternative Provision](#) - statutory guidance
- [Mental Health and Behaviour in Schools](#) - advice for schools
- [Preventing and Tackling Bullying](#) - advice for schools, including advice on cyberbullying
- [Sexual violence and sexual harassment between children in schools](#) - advice for schools
- [The Equality and Human Rights Commission Advice and Guidance](#) - provides advice on avoiding discrimination in a variety of educational contexts
- [Promoting Fundamental British Values as part of SMSC in schools](#) - guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC)
- [SMSC requirements for independent schools](#) - guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development
- [National Citizen Service](#) - guidance for schools

- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 make the teaching of relationships education compulsory in primary schools.
- The regulations make the teaching of relationships and sex education (RSE) compulsory in secondary schools.
- The regulations also make it clear that all schools are required to teach health education.
- Policies should indicate that parents have the right to withdraw their children from sex education, but not relationships or health education. Policies should outline the process to follow should parents wish to withdraw children.
- Schools will teach relationships, sex and health education as part of the taught curriculum, including personal, social, health and economic education (PSHE). Other opportunities to learn about these topics may also present themselves out of lessons during educational visits and extra-curricular activities. Schools may also wish to take advantage of outside speakers or external agencies in the delivery of RSE material.
- Staff leading on this work will collaborate with other colleagues representing other curriculum subjects and disciplines, such as computing, religious education (RE) and science.
- Policies will give due regard to the importance of preparing pupils to manage their lives online in respect of relationships, sex and health. Pupils are increasingly spending more time online and RSE education must reflect this fact. RSE education must alert pupils to the risks and dangers of online engagement. For example, pupils should be taught that views expressed online may be more extreme and less open to dissent or debate than if they had been expressed face-to-face. Another risk concerns the sharing of personal information online.
- Schools should consult parents in the drawing up of their policies.
- Individual school policies will set out the following:
 - definition of relationships education (primary)
 - definition of relationships and sex education (secondary)
 - the subject content, how it is taught and who is responsible for teaching it
 - how the teaching of the subject will be monitored
 - why parents may not withdraw their children from relationships education (primary)

- why and how parents may withdraw their children from sex education (secondary).
 - the date when the policy will be reviewed
 - staff involved in the teaching of RSE
 - how the needs of all pupils, including those with special educational needs and/or disabilities, will be met so they can access the RSE curriculum.
 - appropriate reference to the Equality Act (2010)
 - how often the policy will be reviewed and who approves it.
- The policy should reflect the views of teachers and pupils.
- Schools will be sensitive to pupils' religious/cultural backgrounds and faiths when planning and teaching RSE material. Again, they will give due regard to the Equalities Act (2010).
- The teaching of RSE in all schools will reflect the law as it applies to relationships, so that young people understand what the law does and does not permit.
- In accordance with the Equality Act, no pupils in SAST schools will be discriminated against in respect of RSE teaching. Protected characteristics include age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation.
- School RSE policies will reflect and support school cultures in which everyday sexism, misogyny, homophobia and other stereotypes are challenged and not tolerated.
- Policies are likely to outline the role of governors in respect of their monitoring and accountability function.
- Policies will set out what pupils will be taught for RSE. Detailed information can be found in the Department for Education guidance. Attached to this document in the following appendices are tables outlining what pupils should know by the end of primary and secondary school.

Appendix 1:

By the end of primary school:

Families and people who care for me	Pupils should know • that families are important for children growing up because they can give love, security and stability. • the characteristics of healthy family life, 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. • that others' families, 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.
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	• that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. • that marriage¹³ represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • 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	Pupils should know • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.

	• how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
Respectful relationships	Pupils should know • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.

	• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults.
Online relationships	Pupils should know • that people sometimes behave differently online, including by pretending to be someone they are not. • that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.

	• how information and data is shared and used online.
Being safe	Pupils should know • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources.

Appendix 2:

By the end of secondary school:

Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary:

Families	Pupils should know • that there are different types of committed, stable relationships. • how these relationships might contribute to human happiness and their importance for bringing up children. • what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony. • why marriage is an important relationship choice for many couples and why it must be freely entered into. • the characteristics and legal status of other types of long-term relationships. • the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting. • how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.
Respectful relationships, including friendships	Pupils should know • the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.

	• practical steps they can take in a range of different contexts to improve or support respectful relationships. • how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. • that some types of behaviour within relationships are criminal, including violent behaviour and coercive control. • what constitutes sexual harassment and sexual violence and why these are always unacceptable. • the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.
Online and media	Pupils should know • their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. • about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online. • not to provide material to others that they would not want shared further and not to share personal material which is sent to them. • what to do and where to get support to report material or manage issues online. • the impact of viewing harmful content. • that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners. • that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.

	• how information and data is generated, collected, shared and used online.
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Being safe	Pupils should know • the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships. • how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).
Intimate and sexual relationships, including sexual health	Pupils should know • how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship. • that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing. • the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause. • that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. • that they have a choice to delay sex or to enjoy intimacy without sex. • the facts about the full range of contraceptive choices, efficacy and options available. • the facts around pregnancy including miscarriage. • that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help). • how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.

	• about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment. • how the use of alcohol and drugs can lead to risky sexual behaviour. • how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.
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Appendix 3:

Physical health and mental wellbeing: Primary

By the end of primary school:

Mental wellbeing	Pupils should know • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
	• how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

Internet safety and harms	Pupils should know • that for most people the internet is an integral part of life and has many benefits. • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online.
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Physical health and fitness	Pupils should know • the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	Pupils should know • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

Drugs, alcohol and tobacco	Pupils should know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	Pupils should know - how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. - about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. - the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. - about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. - about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. - the facts and science relating to allergies, immunisation and vaccination.
Basic first aid	Pupils should know: - how to make a clear and efficient call to emergency services if necessary. - concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Changing adolescent body	Pupils should know: - key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. - about menstrual wellbeing including the key facts about the menstrual cycle.
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Appendix 4:

Physical health and mental wellbeing: Secondary

Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary:

Mental wellbeing	Pupils should know • how to talk about their emotions accurately and sensitively, using appropriate vocabulary. • that happiness is linked to being connected to others. • how to recognise the early signs of mental wellbeing concerns. • common types of mental ill health (e.g. anxiety and depression). • how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health. • the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.
Internet safety and harms	Pupils should know • the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and
	information is targeted at them and how to be a discerning consumer of information online. • how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.
Physical health and fitness	Pupils should know • the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.

	- the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health. - about the science relating to blood, organ and stem cell donation.
Healthy eating	Pupils should know how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.
Drugs, alcohol and tobacco	Pupils should know - the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions. - the law relating to the supply and possession of illegal substances. - the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood. - the physical and psychological consequences of addiction, including alcohol dependency. - awareness of the dangers of drugs which are prescribed but still present serious health risks. - the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.
Health and prevention	Pupils should know - about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics. - about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist. (late secondary) the benefits of regular self-examination and screening.

	the facts and science relating to immunisation and vaccination.
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	the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.
Basic first aid	Pupils should know - basic treatment for common injuries. - life-saving skills, including how to administer CPR.¹⁵ - the purpose of defibrillators and when one might be needed.
Changing adolescent body	Pupils should know - key facts about puberty, the changing adolescent body and menstrual wellbeing. - the main changes which take place in males and females, and the implications for emotional and physical health.