SOLENT
Academies Trust

Littlegreen Academy

Our vision is that all pupils at Littlegreen Academy will grow to be confident adults who communicate well, so that they can live healthy, happy, and successful lives

Relationships, Sex, Health Education Policy

Scope:	Academy Policy
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Contents

1. Purpose 3
2. Intent 3
3. Implementation 3
4. Relationship and Sex Education (RSE) 4
5. Impact 4

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1. Purpose

This policy has been developed in consultation with staff, pupils and parents/carers, the West Sussex Education for Safeguarding, guidelines set out by the DfE and The Sex Education Forum Guide for schools.

Main issues considered:

Rights and Responsibilities - Pupils are entitled to accurate, age-appropriate RSHE that supports wellbeing and safety.

Whole-School Approach - RSHE is embedded in the school's ethos, safeguarding culture, behaviour policy and wider curriculum.

Use of Data - Internal data (behaviour, safeguarding, pupil voice) and external data (local and national trends).

Curriculum and Teaching - RSHE follows a planned, age-appropriate spiral curriculum.

Safety and Structure - Lessons are delivered in a safe, respectful environment with clear ground rules. Staff manage discussions sensitively and follow safeguarding procedures where concerns arise.

Managing Questions and Issues - Staff use agreed approaches to handle questions, disclosures and behaviours appropriately, ensuring consistency, clarity and pupil safety.

Definition: RSHE is the process of learning about the emotional, social and physical aspects of growing, relationships, sex, human sexuality and sexual health.

These issues are re-considered each time the policy comes up for review.

2. Intent

Littlegreen Academy believe the fundamental reason for RSHE is to meet the pupils need for accurate, reliable information and the skills needed to support them in every context to lead safe, happy and healthy lives.

Our aim is to create a framework for intervention, a culture of make it safe and brave space where pupils are able to ask questions, talk or report it.

3. Implementation

Teaching RSHE requires additional skills in creating and maintaining brave, safe space and talking through tricky questions and situations. Teachers also need to maintain confident subject knowledge in an everchanging field and be continually vigilant towards any emergent safeguarding issues.

The following will support the delivery of effective, safe and enjoyable RSHE for both pupils and staff.

Curriculum planning:

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- Engagement with pupils to ensure curriculum is relevant and engaging.
- Sequencing is linked to more detail, different language, age-appropriate contexts, emotional maturity, ethical complexity and increased reflexivity.
- Skills linked; self-awareness, self-regulation, social awareness, relationship skills and decision making.
- Understanding they may know what to do/say but may be other factors at play in the moment.
- An established partnership with parents/carers linked to values and aspirations.
- Agreed vocabulary used and explanations given when needed
- The use of correct language for private body parts.
- Modelling and teaching of positive values and skills.
- Be responsive and adapt to pupils needs - find an appropriate space to respond to a pupil.
- Be aware of the safeguarding policy and procedure if concerns are raised.

Littegreen Academy will use the West Sussex Education for Safeguarding (E4S) curriculum as a foundation. The curriculum is delivered through four cornerstones: *Relationships and Sex Education (RSE), Digital and Media Literacy, Physical Health and Well Being and Emotional Health and Well Being.

RSHE teaching and learning needs to be age and stage appropriate:

- build on previous learning
- be responsive to learner questions
- delivered in a way which encourages maturity
- reflects the pupils' interests
- right amount of detail
- pre-empting physical developments
- in line with law, responsibilities and rights
- reflects the local area to pupils and issues – local authority data
- pupil and parent/carer voice

Key Resources:

West Sussex Education 4 Safeguarding

PSHE Association

The Sex Education Forum

Family Planning Association – Tom & Yasmin

4. *Relationship & Sex Education (RSE)

Relationships and Sex Education (RSE) should equip pupils with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being.

Defining Relationships vs Sex Education

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	Relationships	Sex
	Learning about human relationships.	Learning about human sexuality and behaviour including human reproduction.
Primary	Friendships, family life and relationships with other children and adults on and off-line.	How a baby is conceived and born.
Secondary	Friendships, intimate, sexual and committed relationships and family life, on and off-line.	Conception and contraception, sexuality, safer sex, pornography, sexual harassment and abuse and sexual health.
	Without detail of sexual activity	With level of detail to be age-appropriate

Continual baseline assessments will be used to recognise and respect pupils' unique starting points, different abilities, levels of maturity and personal circumstances and then provide the teaching and learning needed for their next layer of learning.

Visitors including health professionals will be used when needed to support the teaching of the RSHE curriculum. Any visitors will be made aware of the RSHE policy and the child protection policy.

CPD and training will give staff the knowledge and skills needed to deliver RSHE. Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSE are encouraged to discuss this with the head of school and the subject lead and will be provided with support and guidance.

Parents do not have the right to withdraw pupils from relationship education. Parents have the right to withdraw their child from some aspects of sex education. This does not include what is taught as part of the science curriculum. Before granting a request to withdraw a pupil, a meeting with the parents, pupil, Head and RSHE lead to discuss the value and importance of RSE should happen.

A pupil can request sex education without their parents/carers consent from three terms before their 16th birthday.

5. Impact

Pupils that are able to make safer choices, have the words to be able to say how they feel and have positive relationships.

Other LGA policies which have relevance to RSHE are:

Equal Opportunities Policy

Safeguarding Policy

Behaviour Policy

For further information about the RSHE curriculum please see the subject page on the Littlegreen Academy website.

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