



Relationships, Sex and Health Education Policy (RSHE) Secondary

	Statutory Policy aligned with July 2025 Department for Education Guidance 1st September 2026
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Responsible Body:	St Cuthbert's Roman Catholic Academy Trust Board of Directors
Version	v.2

Table of changes

Version Number	Date of Version/Review	Detail changes
V.1	July 2026	Policy adopted
V.2	Oct 26	Page 2 – Table of changes added Page 12/13 – Right to Withdraw – text added to broaden the right to withdraw from RE and Collective Worship

Rationale and Catholic Mission

Encounter – Learn – Grow – Flourish

At the St Cuthbert's Roman Catholic Academy Trust (SCRCAT), our fundamental purpose is to develop an organisation in which each child, adult, and school flourishes in a community that recognises Christ as our guide and inspiration. We are guided by the words of St Irenaeus: 'The glory of God is a human being fully alive'.

To ensure our students are fully prepared for the next phase of their lives, Relationships, Sex and Health Education (RSHE) is delivered in the clear light of our beliefs about God and the dignity of the human person who is uniquely made in the image and likeness of God. This policy is strictly rooted in the Catholic Education Service (CES) Model Framework Policy which aids a strong and deep curriculum approach across all 15 schools.

St Cuthbert's Roman Catholic Academy Trust operates thirteen primary schools and two secondary schools across Kingston Upon Hull, the East Riding of Yorkshire, and North Yorkshire.

Our educational vision is anchored in the words of Jesus Christ:

"I have come that you might have life and have it to the full" (Jn. 10:10).

We are involved in relationships, sex and health education precisely because of our Christian beliefs about God and about the human person. The belief in the unique dignity of the human person made in the image and likeness of God underpins the approach to all education in a Catholic school. Our approach to RSHE therefore is rooted in the Catholic Church's teaching of the human person and presented in a positive framework of Christian ideals.

At the heart of the Christian life is the Trinity; Father, Son and Spirit in communion, united in loving relationship and embracing all people and all creation. As a consequence of the Christian belief that we are made in the image and likeness of God, gender and sexuality are seen as God's gift, reflect God's beauty, and share in the divine creativity. RSHE, therefore, will be placed firmly within the context of relationship as it is there that sexuality grows and develops.

Following the guidance of the Bishops of England and Wales and as advocated by the DFE (and the Welsh Assembly Government) RSHE will be firmly embedded in the PSHE framework as it is concerned with nurturing human wholeness and integral to the physical, spiritual, emotional, moral, social and intellectual development of pupils. It is centred on Christ's vision of being human as good news and will be positive and prudent, showing the potential for development, while enabling the dangers and risks involved to be understood and appreciated.

All RSHE will be in accordance with the Church's moral teaching. It will emphasise the central importance of marriage and the family whilst acknowledging that all pupils have a fundamental right to have their life respected whatever household they come from. It will also prepare pupils for life in modern Britain.

Values and Virtues

Our programme enshrines Catholic values relating to the importance of stable relationships, marriage and family life. It also promotes those virtues which are essential in responding to God's call to love others with a proper respect for their dignity and the dignity of the human body. The following virtues will be explicitly explored and promoted: faithfulness, fruitfulness, chastity, integrity, prudence, mercy and compassion.

Aim of RSHE and the Mission Statement

Our Mission Statement commits us to the education and flourishing of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) and we believe that RSHE is an integral part of this education. Furthermore, our primary school aims are that we will endeavour to raise pupils' self-esteem, help them to grow in knowledge and understanding, recognise the value of all persons and develop caring and sensitive attitudes. It is in this context that we commit ourselves:

In partnership with parents, to provide children and young people with a “positive and prudent sexual education”¹ which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person.

Objectives

To develop the following **attitudes and virtues**:

- reverence for the gift of human sexuality and fertility;
- respect for the dignity of every human being – in their own person and in the person of others;
- joy in the goodness of the created world and their own bodily natures;
- responsibility for their own actions and a recognition of the impact of these on others;
- recognising and valuing their own sexual identity and that of others;
- celebrating the gift of life-long, self-giving love;
- recognising the importance of marriage and family life;
- fidelity in relationships.

¹ *Gravissimum Educationis* 1

To develop the following **personal and social skills**:

- develop the skills that form the building blocks of all positive relationships, from the very start of their education, to grow into kind, caring adults who have respect for others
- making sound judgements and good choices which have integrity, and which are respectful of the individual's commitments;
- loving and being loved, and the ability to form friendships and loving, stable relationships free from exploitation, abuse and bullying;
- managing emotions within relationships, and when relationships break down, with confidence, sensitivity and dignity;
- managing conflict positively, recognising the value of difference;
- cultivating humility, mercy and compassion, learning to forgive and be forgiven;
- developing self-esteem and confidence, demonstrating self-respect and empathy for others;
- building resilience and the ability to resist unwanted pressures, recognising the influence and impact of the media, internet and peer groups and so developing the ability to assess pressures and respond appropriately;
- developing skills for managing difficult feelings in their friendships, like disappointment or anger.
- being patient, delaying gratification and learning to recognise the appropriate stages in the development of relationships, and how to love chastely;
- Develop skills to keep themselves and others safe, and to recognise and report risks and abuse, including online.
- Ability to assess risks and manage behaviours in order to minimise the risk to health and personal integrity.
- Develop skills to understand what counts as abusive behaviour and learn to trust their instincts about behaviour that doesn't feel right.
- Ability to understand about bullying, and that this can include the use of derogatory terms relating to sex, race, disability or sexual orientation.

To know and understand:

- the Church's teaching on relationships and the nature and meaning of sexual love;
- the Church's teaching on marriage and the importance of marriage and family life;
- the centrality and importance of virtue in guiding human living and loving;
- the physical and psychological changes that accompany puberty;
- the facts about human reproduction, how love is expressed sexually and how sexual love plays an essential and sacred role in procreation;
- how to manage fertility in a way which is compatible with their stage of life, their own values and commitments, including an understanding of the difference between natural family planning and artificial contraception;

- how to keep themselves safe from sexually transmitted infections and how to avoid unintended pregnancy, including where to go for advice.
- Knowledge and strategies of who to speak to and what to do when they have concerns about themselves or others and the ability to be resilient when seeking help.
- Know and understand that being a victim of abuse is never the fault of the child.

Our Curriculum for RSHE

The Christian belief in the unique dignity of the human person, made in the image and likeness of God, forms the basis of all that we aim to teach the children about :-

- how to form loving relationships,
- how to understand the gift of human sexuality and
- how to care for the gift of their health and the health of others.

By combining these three areas in the subject of RSHE, we help the children to understand how to do this well. In the light of the knowledge that we are made in God's image and likeness, through the RSHE curriculum, we learn that we are made to know and love Him, and through this relationship, to love ourselves and then to love others. It is for this reason that the three areas of Relationship Education, Sex Education and Health Education are interrelated and should sit together in a well-planned and continuous curriculum.

Relationships and Sex Education

In a Catholic school, relationships education should be anchored in the understanding of Human dignity and the knowledge that we are all precious children of God and therefore should be concerned with developing positive, respectful relationships with others. Because of the knowledge that we are known and loved by God, it should also equip children with the knowledge and of how to keep themselves and others safe, and how to recognise and report risks and abuse, including online.

In light of this, we will teach children about boundaries, privacy, and children's rights over their own bodies and personal information. As precious children of God, it is essential that we teach children to recognise emotional, physical and sexual abuse in an age-appropriate and non-alarming way. Even very young children can be equipped to understand what counts as abusive behaviour and to trust their instincts about behaviour that doesn't feel right. In addition, in the light of human dignity, we will teach children to understand about bullying, and that this can include the use of derogatory terms relating to sex, race, disability or sexual orientation – and equip them with strategies of who they can talk to and what to do when they feel that something is wrong.

RSHE in secondary should provide a clear progression from primary relationships education. RSHE should provide young people with the information they need to develop

healthy, safe and nurturing relationships of all kinds. This should include the knowledge they need in later life to keep themselves and others safe, and how to avoid sexually transmitted infections and unplanned pregnancies. In our Catholic school, we will ensure that all sex education is rooted in the Catholic church's teaching and will be placed firmly within the context of relationship - as it is there that sexuality grows and develops and we commit to fostering an understanding in children that gender and sexuality are seen as God's gift, reflect God's beauty, and share in the divine creativity.

In Catholic schools, we believe that parents are the first educators of children and therefore, in line with DfE Guidelines, we commit to consultation with our parents about the content of anything that will be taught within sex education. This process will include offering parents support in talking to their children about sex education and how to link this with what is being taught in school as well as advice about parents' right to request withdrawal from sex education.

We have consulted with parents, the Middlesbrough Diocese Education Service and Directors of the Trust in producing this policy.

Health and Wellbeing Education

In our Catholic schools, we hold the belief that our bodies are gifts from God and as such, we are called to care for our health and for the health of others. In the light of this, we aim to teach children about health and wellbeing, to enable pupils to make good decisions about their own health and wellbeing, to understand the links between physical and mental health, to recognise when things are not right in their own health or the health of others and to seek support when needed. We also commit to supporting pupils to develop strategies for self-regulation, perseverance and determination, even in the face of setbacks. Teaching in secondary should build on primary content, supporting pupils to understand their changing bodies and their feelings, how to protect their own health and wellbeing, and when a physical or mental health issue requires attention.

Inclusion

We will ensure RSHE is sensitive to the different needs of individual pupils in respect to pupils' different abilities, levels of maturity and personal circumstances. Teaching is 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.

Pupils with specific challenges, whether of a physical or intellectual nature, will receive appropriately adapted teaching and support to enable them to develop mature knowledge, understanding and skills within their capacity. Teaching methods will be adapted to meet the varying needs of this group of pupils.

Equality

The Directors of St Cuthbert's Trust have wider responsibilities under the Equalities Act 2010 and ensure that our schools do the best for all of the pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity, religion or sexual orientation or whether they are looked-after children.

Resources

In the provision and use of resources to teach the RSHE curriculum, the school is committed to:

- Promoting Catholic values and virtues and teaching in accordance with Church teaching
- Ensuring that pupils are offered a balanced programme by providing an RSHE programme that offers a range of viewpoints on issues.
- Pupils will receive clear scientific information as well as covering the aspects of the law pertaining to RSHE. (It is important to understand that knowing about facts and enabling young people to explore differing viewpoints is not the same as promoting behaviour and is not incompatible with our school's promotion of Catholic teaching.)
- Ensuring that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals.
- Ensure coverage of all statutory topics, recognising that young people can start developing healthy behaviour and relationship skills as soon as they start school.
- Ensure that the curriculum is carefully sequenced, so that pupils are supported and equipped with the knowledge to navigate different experiences in a positive way before they occur, and to prevent harms.
- Adopt an inclusive, well-sequenced RSHE curriculum, informed by meaningful engagement with pupils to ensure that the curriculum is relevant and engaging.

In order to achieve this and in line with Diocesan protocol, our schools follow the **Ten:Ten Resources programme** *'Life to the Full'*. The Trust mandates the use of the 10:10 RSE and PSHE resource across its schools to maintain fidelity and structural cohesion. The use of PolEd for contextual safeguarding is also accepted within the PSHE framework.

An ongoing central team audit is in place across all 15 schools to guarantee that current resources are utilised consistently and correctly.

The scheme of work used within our curriculum is detailed below.

Year 7

	Focus	Theme Title	Description
Theme 1	Religious Understanding	Who Am I?	Our core identity is that each of us is a completely unique person, a unity of body and soul, created and loved by God.
Theme 2	My Body	Changing Bodies	Puberty involves physical, emotional and sexual development. Daunting though it can be, it is part of God's plan for us.
Theme 3	Emotional Well-Being	Healthy Inside And Out	Thinking about self-esteem helps us consider its impact and how to nurture it.
Theme 4	Life Cycles	Where We Come From	Sexual intercourse is revealed as more than just a physical act, but a gift from God for married couples, an expression of love and His plan for how babies are made.
Theme 5	Personal Relationships	Family and Friends	Reflecting on different types of friendship and family structure opens up strategies for managing behaviour through consideration of thoughts, feelings and actions.
Theme 6	Keeping Safe	My Life on Screen	Online lives need safeguarding, just like in real life.
Theme 7	Wider World	Living Responsibly	Becoming aware of the effects of actions on others helps us understand the concept of social responsibility.

Year 8

	Focus	Theme Title	Description
Theme 1	Religious Understanding	Created and Chosen	Becoming aware of our uniqueness can help us open up to God who is the ground of our being and the One who loves us.
Theme 2	My Body	Appreciating Differences	Understanding our identity means appreciating male/female differences and learning to accept the invitation from God to root our identity in who he created us to be.
Theme 3	Emotional Well-Being	Feelings	Managing sexual feelings requires self-control, self-respect and patience.
Theme 4	Life Cycles	Before I Was Born	Contemplating life in the womb reveals that it is both beautiful and fragile.
Theme 5	Personal Relationships	Tough Relationships	In the real world of relationships, we can always be better at living with tolerance, kindness and forgiveness.
Theme 6	Keeping Safe	Think Before You Share	Image sharing and anything in word, speech or action that reduces people to objects dishonours their God-given dignity.
Theme 7	Wider World	Wider World	Recognizing the sin of unjust discrimination in our world helps us challenge and change our own behaviour in school and in our everyday life.

Year 9

	Focus	Theme Title	Description
Theme 1	Religious Understanding	The Search for Love	Beyond romantic feelings and desires, there is a deeper kind of love based on a decision to sacrifice for the good of the other.
Theme 2	My Body	Love People, Use Things	Consumerism can lead to objectification and this could cause us to treat people the way we treat things.
Theme 3	Emotional Well-Being	In Control of My Choices	Desire and attraction can affect the decisions made in relationships and effort and perseverance are needed to prevent them be dominated by lust.
Theme 4	Life Cycles	Fertility and Contraception	Fertility is a gift and responsibility and consideration is given to how methods for managing conception fit with God's plan for sex.
Theme 5	Personal Relationships	Commitment and Marriage	Commitment can take on many forms in different relationships, including sexual relationships and marriage.
Theme 6	Keeping Safe	Understanding Consent	Consent is not just gaining permission for something but involves complexities in both its giving and receiving.
Theme 7	Wider World	Human Rights - And Wrongs	Sexual exploitation brings to light our human rights and responsibilities and the ways they are violated by sexual harassment, assault and rape.

Year 10

	Focus	Theme Title	Description
Theme 1	Religious Understanding	Authentic Freedom	Making a loving gift of self is an ideal worth holding out for, one which leads to real freedom.
Theme 2	My Body	Self-Image	Understanding our dignity allows us to appreciate our bodies in the right way.
Theme 3	Emotional Well-Being	Beliefs, Values, Attitudes	Making good moral choices depends on building confidence, integrity and understanding.
Theme 4	Life Cycles	Parenthood	While we sometimes take parents for granted, parenthood impacts us in so many ways. It is the responsibility of a lifetime.
Theme 5	Personal Relationships	Pregnancy and Abortion	Pregnancy is an invitation to discover the challenge of responding with love to the gift of life.
Theme 6	Keeping Safe	Abuse	Abuse in relationships is incompatible with our dignity and calls for vigilance and compassion.
Theme 7	Wider World	Solidarity	Love means building peace and living in solidarity with all of God's creation, in particular the poor, marginalised and oppressed.

Year 11

	Focus	Theme Title	Description
Theme 1	Religious Understanding	Self-Worth	This theme invites students to consider how they respect themselves and others, and the role God can play within that.
Theme 2	My Body	Addiction	In this theme, students hear the story of Dina, who overcame severe drug addiction through the help of family, community, responsibility and faith.
Theme 3	Emotional Well-Being	Eating Disorders	This theme invites students to consider their own deepest needs and the complexities and contradictions within themselves.
Theme 4	Life Cycles	Birth Control	This theme holds fertility up as a precious gift to be protected, nurtured and valued.
Theme 5	Personal Relationships	Pornography	This theme looks at 'adult content' in an adult way: asking questions about how it affects people's behaviour, how it affects the way people think about themselves, others and their relationships.
Theme 6	Keeping Safe	STIs	In this theme, students meet Bobbi, who was raised in East London with strong Indian cultural values. She describes how she felt torn between two worlds: wanting to push boundaries, but also feeling a lot of pressure to not bring shame on her culture, her community and her family.
Theme 7	Wider World	Coercive Control	In this final theme of the Year 11 programme, Mairi and Nathan explain how we are a social species: isolation is not in our nature. Our longing for intimate, exclusive relationships is a beautiful thing, but one that can make us vulnerable.

Responsibility for Teaching

Responsibility for the specific relationships and sex education programme resides with specialist teaching staff in our secondary schools. The Head of RE and the Head of PSHE work together to ensure training, moderation of work and monitoring of teaching and learning is regular and appropriate. Responsibility for the specific relationships and sex education programme resides with the relevant curriculum staff; this will normally include science, religious education, physical education, RSE and PSHE.

All staff however, will be involved in developing the attitudes and values aspect of the RSHE programme. They will be role models for pupils of good, healthy, wholesome

relationships as between staff, other adults and pupils. They will also be contributing to the development of pupils' personal and social skills.

The schools will focus on building positive attitudes and skills, promoting healthy norms about relationships, including sexual relationships where relevant, and about health, including mental health. We will avoid language which might normalise harmful behaviour among young people for example gendered language which might normalise male violence or stigmatise boys. Teaching should be responsive to the contextual safeguarding of the school and should be age appropriate and respectful of all children, including those who may have no familiarity with the topics under discussion. The school will also inform parents of any deviation from their published RSHE policy in advance and share any relevant materials with them on request.

External Visitors

Some of our schools call upon help and guidance from outside agencies and health specialists to deliver aspects of RSHE. Such visits will always complement the current programme and never substitute or replace teacher led sessions.

It is important that any external visitor is clear about their role and responsibility whilst they are in school delivering a session. Any visitor must adhere to our code of practice developed in line with CES guidance 'Checklist for External Speakers to Schools'² which can be found here: [External Speakers](#)

Health professionals should follow the school's policies, minimising the potential for disclosures or inappropriate comments using negotiated ground rules and distancing techniques as other teachers would. They will ensure that all teaching is rooted in Catholic principles and practice.

Parents and Carers

We recognise that parents (and other carers who stand in their place) are the primary educators of their children. As a Catholic school, we provide the principal means by which the Church assists parents and carers in educating their children. Therefore, our schools will support parents and carers by providing material to be shared with their children at home and through workshops where appropriate to help parents/carers to find out more. Parents/carers will be informed by letter/email when the more sensitive aspects of RSHE will be covered in order that they can be prepared to talk and answer questions about their children's learning.

² CES Checklist for External Speakers to Schools, 2016

Parents and carers can view a curriculum overview on the school website and learn more about the materials via the Ten:Ten Parent Portal. Should parents request to view individual lesson content, they should make contact with the school RE Lead who will make the necessary arrangements. More information for parents can be found here: [Information for Parents – Ten Ten Resources](#)

Parents and the Middlesbrough Diocese Education Service are consulted at every stage of the development of the RSHE programme, as well as during the process of monitoring, review and evaluation of this policy. They will be able to view the resources used by the school in the RSHE programme. Our aim is that every parent and carer will have full confidence in the school's RSHE programme to meet their child's needs.

Right to Withdraw

Parents continue to have **the right to withdraw** their children from Sex Education except in those elements which are required by the National Curriculum science orders. Should parents wish to withdraw their children they are asked to notify the school by contacting the headteacher, who will arrange for a meeting to take place to establish the elements of the curriculum from which the child is able to be withdrawn. The school will provide support by providing material for parents to help the children with their learning. (It is important to note that the right to withdraw from Sex Education does not extend to Relationship and Health Education). 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. The school has a statutory obligation to ensure that pupils know they have this option.

Please refer to the DfE's RSE and Health Education guidance, July 2025 p.6 for further details on the right to be excused from sex education (commonly referred to as the right to withdraw).

Voluntary Academies within the St Cuthbert's Roman Catholic Academy Trust ensure that Religious Education is provided as an integral part of each school's basic curriculum.

In accordance with our Trust's instrument of government, funding agreement, Articles of Association and Catholic ethos, Religious Education is taught in accordance with the teachings, doctrines and norms of the Catholic Church.

Similarly, all state-funded academies in England are required by law to provide a daily act of collective worship. Within the Trust, collective worship is celebrated in accordance with the rites and liturgical norms of the Catholic Church.

Parents of pupils enrolled at any school within the Trust retain the legal right to request that their child be withdrawn, wholly or in part, from Religious Education and/or Collective Worship. Any such request to withdraw that is granted will remain in effect until explicitly withdrawn by the parent. Sixth form students may also exercise this right on their own behalf.

Every request to withdraw will be considered by the school on its own facts. Further information and guidance regarding the right of withdrawal can be accessed directly from the Diocese of Middlesbrough Schools Service website:
www.middlesbroughdioceseschoolservice.org.uk.

Roles and Responsibilities

Trust Directors through the Executive Team will:

- draw up the RSHE policy, in consultation with parents, executive team members, teachers and Diocese Education Service;
- ensure that the policy is available to parents on the school websites;
- ensure that the policy is in accordance with other whole trust policies,
- ensure that the policy meets statutory DfE requirements;
- ensure that parents know of their right to withdraw their children;
- establish a local link governor to share in the monitoring and evaluation of the programme, including resources used;
- ensure that the policy provides proper and adequate coverage of relevant National Curriculum science topics and the setting of RSHE within PSHE.
- Quality assure the delivery of the policy

Headteacher

The Headteacher takes overall delegated responsibility for the implementation of this policy and for liaison with the Local Governing Body, parents, the Diocesan Schools' Service and Trust Directors.

Head of RE / Head of PSHE / Deputy Headteacher

The Head of RE / Head of PSHE along with the Deputy Headteacher has a general responsibility for supporting other members of staff in the implementation of this policy and will provide a lead in the dissemination of the information relating to RSHE and the provision of in-service training. They may be supported by the leaders in Teaching and Learning and the Designated Safeguarding Lead.

Leaders in teaching and learning will need to work closely with colleagues in related curriculum areas to ensure the subjects complement and do not duplicate content covered in national curriculum subjects such as citizenship, science, computing and PE, and at the same time ensuring that teaching is through a Catholic lens. The head of

teaching and learning will want to look for opportunities across other curriculum subjects to reinforce concepts introduced in RSHE, for example discussing misogyny in the context of history or using examples in literature to discuss positive and less positive examples of relationships. Themes may also be prevalent in reading strategies and these may prompt conversation. Communication across departments is essential in ensuring responses align with the Catholic Ethos of the school.

All Staff

- ❖ RSHE is a whole school issue. All teaching staff must be empowered, trained, and confident to deliver this content safely.
- ❖ All teachers have a responsibility of care; as well as fostering academic progress they should actively contribute to the guardianship and guidance of the physical, moral and spiritual well-being of their pupils.
- ❖ Staff will be supported through targeted training adapted from the Bishop's Certificate modules, equipping them to bridge Church moral philosophy with compassionate classroom delivery.
- ❖ Teachers will be expected to teach RSHE in accordance with the Catholic Ethos of the school. Appropriate training will be made available for all staff teaching RSHE. All staff should be aware of this policy and how it relates to them.
- ❖ Resources from the Catholic Education Service will also support the development of teachers such as the publication 'An introduction to Catholic Relationship and Sex Education (RSE) for Catholic Educators'

Policy

This RSHE policy is to be delivered as part of the PSHE framework, with the statutory guidance on RSE and Health education comprising a majority of this framework. It includes guidelines about pupil safety and is compatible with the school's other policy documents (for example, Anti-Bullying Policy, Safeguarding Policy etc). The Science curriculum contains elements of human development and health that link to RSE and Health Education and these are taught in a sequential way to enable a fuller understanding of the topics.

Pupil Voice

The Trust Directors want to promote a healthy, positive atmosphere in which RSHE can take place. They want to ensure that pupils can ask questions freely, be confident that their questions will be answered, and be sure that they will be free from bullying or harassment from other children and young people.

Some pupils may ask questions about topics which go beyond the curriculum content. These questions will be handled with sensitivity, ensuring that the pupil feels heard and supported in an appropriate way. We recognise that unanswered questions may lead

pupils to turn to inappropriate sources of information, including online. Our schools will offer individualised support to parents in dealing with responses to such questions and signposting to support services where needed.

Safeguarding

Children need to feel safe and secure in the environment in which RSHE takes place. Effective RSHE will provide opportunities for discussion, and such discussion may well lead to disclosure of a safeguarding issue. If staff have any concerns about a child's welfare, they should act on them immediately following the school's safeguarding procedures.

Monitoring and Evaluation

As already referred to, the RE Coordinator and PSHE Coordinator will monitor the provision of the programme in a considered and appropriate way.

The policy will be evaluated biennially by means of discussion and digital forms through:

- ❖ Pupil Voice
- ❖ Staff Voice
- ❖ Parent Voice

The Trust will consider all such evaluations and suggestions before amending the policy. Governors remain ultimately responsible for the policy.

A consultation process began in July 2026 and will close in September 2026.

The policy will not be published on the schools websites until 7th September 2026 when the full consultation process has stopped.

Dissemination

The policy will be given to all Directors of the Trust Board, members of the Local Governing Body, all teaching and non-teaching members of staff and parents. Copies of the document will be available to all parents through the school's website. Details of the content of the RSHE curriculum will also be published on the school's web site.