



LIONHEART
EDUCATIONAL
TRUST

RELATIONSHIP SEX and HEALTH EDUCATION
(RSHE) POLICY (KS1-5)

**This policy applies to all schools within the
Lionheart Educational Trust**

Approved by the Trust

August 2026-August 2028

This Policy was developed in response to Sex and Relationship Education Guidance DfES 2019.

Relationships and Sex Education Policy (RSE) for all Schools.

Statutory Guidance



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Lionheart Educational Trust Schools must provide RSE to all students as per section 34 of the Children and Social Work Act 2017.

In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the Secretary of State as outlined in section 403 of the Education Act 1996. Our policy will have due regard for the DfE's statutory Relationships Education, Relationships and Sex Education and Health Education Guidance and will conform to the statutory guidance applicable to schools from September 2026.

What Is Relationships and Sex Education?

RSE is lifelong learning about physical, sexual, moral and emotional development and the consequences of sexual relationships. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. Effective RSE does not promote early sexual experimentation but teaches young people how to understand human sexuality and respect themselves and others. It will enable our young people to mature, build confidence and self-esteem. It will support young people as they become adults to develop safe and healthy sexual relationships at appropriate times, thus also supporting their mental health.

Policy Development

This policy has been developed in consultation with staff, students, parents/carers and governors.

Principles and values

Lionheart Educational Trust believes that RSE should:

- Be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life.
- Be an entitlement for all young people.
- Encourage every student to contribute to our community and aims to support each individual as they grow and learn.
- Be set within this wider school context and support family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. nuclear family. It includes a variety of types of family structure, and acceptance of different approaches.
- Encourage learners and teachers to share and respect each other's views. We are aware of different approaches to sexual orientation, without promotion of any particular family structure. The important values are love, respect and care for each other.
- To ensure that learners are made aware of the potential risks and dangers of grooming, sexual exploitation and age-inappropriate relationships delivered in an appropriate way for their key stage as applicable.
- Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment.
- Recognise that parents and carers are key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents/ carers and learners, consulting them about the content of programmes.



- Recognise that the wider community has much to offer and we aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers.

Relationships and Sex Education has three main elements:

Attitudes and Values

- Learning the importance of values, individual conscience and moral choices;
- Learning the value of stable and loving relationships;
- Learning about the nurture of children;
- Learning the value of respect, love and care;
- Exploring, considering and understanding moral dilemmas;
- Developing critical thinking as part of decision-making;
- Challenging myths, misconceptions and false assumptions about normal behaviour.

Skills and Attributes

- Learning to manage emotions and relationships confidently and sensitively;
- Developing self-respect and empathy for others;
- Learning to make choices with an absence of prejudice;
- Developing an appreciation of the consequences of choices made;
- Managing conflict;
- Empower students with the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter).

Knowledge and Understanding

- Learning and understanding physical development at an age appropriate stage;
- Understanding human sexuality, reproduction, sexual health, emotions and relationships at an age appropriate stage;
- Learning about contraception and the range of local and national sexual health advice, contraception and support services from Key Stage 3 onwards;
- Learning the reasons for delaying sexual activity, and the benefits to be gained from such delay from Key Stage 3 onwards;
- The avoidance of unplanned pregnancy from Key Stage 3 onwards

Aims

The Lionheart Educational Trust believes that the essential aim of Relationships and Sex Education should be to provide learners with the knowledge and skills to enable them to make informed and responsible choices now and in later life, emphasising the benefits of a healthy lifestyle. We think that Relationships and Sex Education should contribute to promoting the spiritual, moral, cultural, mental and physical development of learners at school and of society and to prepare learners for the opportunities, responsibilities and experiences of adult life.

As a Trust we have prioritised the following objectives:



- To promote learners' self-esteem and confidence, especially in their relationships with others.
- To give accurate information about reproduction, contraception, safer sex, sexually transmitted infections, sexuality, sexual relationships and information about their entitlement to confidential helping services at the age-appropriate Key Stage.
- To give learners opportunities to explore and clarify some of their attitudes towards friendships, sexuality and gender.
- To foster gender equality and LGBT+ equality and challenge all forms of discrimination in lessons and in every-day school life.
- To encourage exploration of values and moral issues, hearing the points of view of others and respecting their own and other people's decisions, rights and bodies. To encourage the development of communication and decision-making skills.
- To promote safe, equal, caring and enjoyable relationships and discuss real age appropriate issues such as friendships, families, consent, relationship abuse, sexual exploitation and safe relationships online.
- To help young people to develop skills to recognise, negotiate, avoid and resist unwanted sexual pressure in an appropriate age way.
- To give learners a chance to explore ideas about family, marriage, parenting and the ways in which people care for each other, and the benefits of stable relationships.
- To offer the forum for realistic discussion about the effects of early sexual activity and diverse attitudes towards this at the age-appropriate Key Stage.
- To be responsive to differing needs and backgrounds.
- To prepare young people for transitions and later life.
- To be aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary.
- To know how the law applies to sexual relationships.
- To ensure students understand the meaning of consent in the context of relationships, including sexual relationships.

Organisation and Content of Relationships and Sex Education

Any RSE lesson may consider questions or issues that some students will find sensitive. When students ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. We endeavour to create a safe learning environment where all feel they can contribute as appropriate. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time. More expert or specialist teachers support tutors who are uncomfortable with teaching certain aspects of the curriculum.

Inclusion

Ethnic and Cultural Groups

We intend our policy to be sensitive to the needs of different ethnic groups. We will respond to parental requests and concerns.



Students with Special Needs

We will ensure that all young people receive Relationships and Sex Education, and we will offer provision appropriate to the particular needs of all our learners, taking specialist advice where necessary.

Sexual Identity and Sexual Orientation

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. Young people, whatever their developing sexuality, need to feel that Relationships and Sex Education is relevant to them.

Right of Withdrawal of Students from Relationships and Sex Education

- Parents will not be able to withdraw their child from any aspect of Relationships Education or Health Education.
- Parents will be able to withdraw their child (following discussion with the school) from any or all aspects of Sex Education, other than those which are part of the science curriculum, up to and until three terms before the age of 16.
- After that point, the guidance states that 'if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms.'
- Where students are withdrawn from sex education, schools should document the process and will have to 'ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.'

Confidentiality, Controversial and Sensitive Issues

Teachers cannot offer unconditional confidentiality. Teachers are legally bound to follow child protection procedures within school.

In a case where a teacher learns from an under 16 year old that they are having or contemplating sexual intercourse:

- The young person will be advised, wherever possible, to talk to the Health and Well Being Team and if necessary to seek medical advice.
- Child protection issues will be considered, and referred if necessary to the member of staff responsible for Child Protection under the school's procedures.

Health professionals in school are bound by their codes of conduct in a one-to-one situation with an individual learner, but in a classroom situation they must follow the school's confidentiality policy.

Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development.

Trust schools will also invite visitors from outside the school, such as school nurses or health professionals, to provide support for learners and staff training.



Monitoring and Evaluation of Relationships and Sex Education

It is the responsibility of the Principal/Head of School to oversee and organise the monitoring and evaluation of RSE within the PSHE programme. The PSHE programme through the Health and Wellbeing agenda will be reviewed in the same way as a subject department, with monitoring and evaluation taking place in line with the Trust QA. The Governors are responsible for overseeing, reviewing and organising the revision of the Relationships and Sex Education Policy.



Appendix 1 EYFS to Year 6 LTP

Lionheart Primary PSHE Long Term Plan (2026 onwards)

Our curriculum conforms to best practice, in line with the DfE and the PSHE Association.

In developing our curriculum, we also refer to data published by our local authority and police force on health and trends.

Our curriculum is planned and sequenced carefully to overlap, re-visit and develop understanding at an age-appropriate level.

We teach statutory and elements of non-statutory (best practice) PSHE based on the two main threads covered within PSHE: RSHE and Economic Wellbeing and Careers

Key: Statutory RSHE Statutory RSHE Economic Wellbeing and Careers Economic Wellbeing and Careers

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
EYFS: knowledge and skills taught throughout the year as part of PSED	Friendship and bullying		Foundations for wellbeing		NSPCC: talk PANTS Dental Health	
Year 1	Making friends: playing and learning together (equality) (child on child)	Mental health and wellbeing	Celebrating me, you and our families (equality) (permission)	Safety at home	Being healthy	Showing kindness to ourselves and others (equality) (child on child) (prevent)
Year 2	(Mental health and Wellbeing) (equality) (child on child) (prevent)	Keeping safe online (equality) (child on child) (prevent)	Me, my body and staying safe (permission) (child on child) (prevent)	Money and work (equality)	Safety outside the home	Looking back and moving on
Year 3	Me, my friends and belonging (consent) (child on child) (prevent)	Mental health and Wellbeing	Building healthy habits (equality)	Making choices online (equality) (prevent) (Beyond Gender Stereotypes)	Keeping safe out and about	Looking out for each other
Year 4	Mental health and wellbeing	Exploring ways to manage risk (consent) (child on child) (equality)	Forming respectful relationships (equality) (child on child) (Beyond Gender Stereotypes)	Money matters and news literacy (prevent)	Positively engaging with our world (equality) (prevent)	Families and growing together (child on child) (prevent)
Year 5	Friendships, stereotypes and bullying (BGS) (equality) (child on child)	Mental health and wellbeing	Me, my body and growing up (puberty) (equality) (prevent)	Respecting boundaries (consent) (child on child) (prevent)	Safe connections online	Embedding healthy habits and learning first aid
Year 6	Mental health and Wellbeing (BGS) (equality)	Managing money and online spending	Changes in puberty (and sex education)	Drug education: assessing risk and managing influences	Developing our AI Literacy (prevent) (permission)	Looking to the future

Appendix 2 Curriculum Map Year 7 - 11

Lesson	Week Beginning	Year 7	Year 8	Year 9	Year 10	Year 11
1	07 September 2026	Establishing and Managing Friendships	Energy Drinks and their Dangers	Healthy and Unhealthy Friendships	Adolescence: Managing Emotions	Perseverance and Procrastination
2	14 September 2026	Identifying and Managing Emotions	Habit and Dependence	Types of Behaviour and Communication	Reframing Negative Thinking	The Importance of Sleep
3	21 September 2026	Personal Strength and Development	Risks of Alcohol and Smoking	Risks and Influences Online and Offline	Signs of Emotional and Mental Ill-Health	Dealing with Change
4	28 September 2026	Improving Study Skills	Medicinal and Recreational Drugs	Drugs and Alcohol	Promoting Mental and Emotional Wellbeing	Exam Stress Management
5	05 October 2026	Independent Travelling Safety	Using Medication Safely	Gang Culture	Mental Health and the Media	Creating Online Content
6	12 October 2026	Personal Safety and Basic First Aid	Promoting Positive Social Attitudes	Knife Crime	Challenging Stereotypes: Misinformation	Managing Time Effectively
HT	19 October 2026			Half Term		
7	26 October 2026	Assessment and Feedback	Assessment and Feedback	Assessment and Feedback	Assessment and Feedback	Assessment and Feedback
8	02 November 2026	Essential Skills	Work/Life Balance and Equality	Skills and Qualities	Electoral Systems	Using Constructive Feedback
9	09 November 2026	What is CEIAG?	Challenging Stereotypes: Pay Gap	How to Demonstrate Strengths	Collection of Data and Targeted Advertising	Writing CVs and Personal Statements
10	16 November 2026	Skills and Qualities	Types of employment	Managing Emotions in the Workplace	Key Elements of The UK Constitution	Interview Technique
11	23 November 2026	Identifying future careers aspirations	Goal Setting	P16 Options	Budgeting, Saving and Debt	Maximising Employability Including Online
12	30 November 2026	Challenging Stereotypes: Careers	Options For Year 9	Year 10 Options	Gambling and Debt	Rights and Responsibilities: Part Time
13	07 December 2026	Assessment and Feedback	Assessment and Feedback	Assessment and Feedback	Assessment and Feedback	Assessment and Feedback
14	14 December 2026	Identity and Rights	Influences on Beliefs and Decisions	Types of Families	Misconceptions in Relationships	Core Values and Emotions
HT	21 December 2026			Half Term		
HT	28 December 2026			Half Term		
15	04 January 2027	Living in a Diverse Society	Self Worth and Self Confidence	Types of Parenting	Risks and Benefits of Online Relationships	Gender Identity and Sexual Orientation
16	11 January 2027	Challenging Stereotypes: Diversity	Gender Identity	Positive Family Relationships	Media Impact on Body Image	Communication in Relationships
17	18 January 2027	Bullying and Cyberbullying	Equality Act and Protected Characteristics	Types of Conflict	Consent: Manipulation and Co-Erion	Handling Unwanted Attention and Challenging Harassment
18	25 January 2027	Being an Upstander (Response)	Challenging Discrimination: Gender	Conflict Resolution Strategies	Challenging Victim Blaming	Relationships and Abuse
19	01 February 2027	Supporting Others	Challenging Discrimination: Racism	Managing Family Changes	Relationship Values and Positive Sexual Health	Unhealthy and Exploitative Relationships
20	08 February 2027	Assessment and Feedback	Assessment and Feedback	Assessment and Feedback	Assessment and Feedback	Assessment and Feedback
HT	15 February 2027					
21	22 February 2027	The Importance of Sleep	Challenging Stereotypes: Mental Health	Links Between Physical and Mental Health	Role Models and Their Influence	Forms of Government
22	01 March 2027	Having a Healthy Diet	Daily Wellbeing	Work Life Balance	Media Portrayal of Gang Culture	Improving Your Local Community
23	08 March 2027	Personal Hygiene	Developing Resilience: In Person	Healthy Eating	Impact of Drugs and Alcohol on Others	Dealing with Complex Issues Within the Law
24	15 March 2027	Dental and Physical Health	Developing Resilience: Digital	Influences on Body Image	Managing Peer Influence	Screening and Self Examination
HT	22 March 2027					
HT	29 March 2027					
25	05 April 2027	FGM	Healthy and Unhealthy Coping Strategies	Taking Responsibility for Your Health	Exit Strategies for Pressured Situations	Cosmetic and Aesthetic Body Alterations
26	12 April 2027	Assessment and Feedback	Assessment and Feedback	Assessment and Feedback	Assessment and Feedback	Assessment and Feedback
27	19 April 2027	Developing Self Worth	Forming Positive Relationships	Sexual Choices	Inclusion and Belonging Within Communities	Changing Family Structures
28	26 April 2027	Types of Positive Relationships	Gender vs Sex	Consent: Misconceptions, Capacity and Rights	Equality Act and Protected Characteristics	Fertility
29	03 May 2027	Relationships and Gender	Consent: The Law	STDs and Safer Sex	Social Media: Influences on Beliefs and Opinions	Ready for Parenthood
30	10 May 2027	Challenging Stereotypes: Media	Sexing	Consequences of Unprotected Sex	Managing Conflicting Views	Unplanned Pregnancy
31	17 May 2027	Expectations in Romantic Relationships	Contraception	Relationships in the Media	Challenging Discrimination	Loss and Grief
32	24 May 2027	Consent: Seeking and Communicating	Social Media and Online Grooming	Sexual Risks of Social Media	Recognising and Responding to Radicalisation	Forced Marriage
HT	31 May 2027			Half Term		
33	07 June 2027	Assessment and Feedback	Assessment and Feedback	Assessment and Feedback	Assessment and Feedback	
34	14 June 2027	Roles of Citizens, Parliament and Monarchs	The Political System	Legal and Illegal Financial Activities	Evaluating Strengths and Weaknesses	
35	21 June 2027	British Law	How Parliament Works	Risk and Financial Activities	Opportunities in Learning and Work	
36	28 June 2027	Community Links	How The Justice System Works	Living On Your Own: Types of Accommodation	Responsibilities in the Workplace	
37	05 July 2027	Money Choices: Borrowing, Budgeting, Spending	Human Rights	Living On Your Own: Bills and Utilities	Building on and Learning from Work Experience	
38	12 July 2027	Assessment and Feedback	Assessment and Feedback	Assessment and Feedback	Assessment and Feedback	



Appendix 3 Curriculum Map Year 12-

Lesson	Week Beginning	Year 12	Year 13
2	07 September 2026	Managing Work Life Balance	Monitoring Personal Health and Wellbeing
3	14 September 2026	Signs of Emotional or Mental Ill Health	Making Health Choices
4	21 September 2026	Stress Management Strategies	Illnesses That Affect Young People
5	28 September 2026	Effects of Body Image	How to Perform Screening
6	06 October 2026	Influences and Risks Relating to Body Alterations	Contraception: STIs
7	12 October 2026	Assessment and Feedback	Assessment and Feedback
Half Term			
8	26 October 2026	Evaluating Strengths, Skills and Interests	Global Market and Choices
9	02 November 2026	Writing a CV	Application Processes for the Future
10	16 November 2026	Rights and Responsibilities: Full and Part Time	Building a Professional Online Presence
11	23 November 2026	Being Professional	Challenging Online Content
12	30 November 2026	Overcoming Adversity in the Workplace	Social Media: Uses and Risks
13	07 December 2026	Assessment and Feedback	Assessment and Feedback
14	14 December 2026	Challenging Prejudice: Equality Act	Communicating Expectations
Half Term			
15	04 January 2027	Celebrating Diversity and Inclusion	Contraception: Which to Use and When
16	11 January 2027	Cultural Influences on Relationships	
17	18 January 2027	Effective Communication in Relationships	How to Access Sexual Health Guidance
18	25 January 2027	Challenging Discrimination: Online	Fertility
19	01 February 2027	Extremism and Radicalisation	Unplanned Pregnancy
20	08 February 2027	Assessment and Feedback	Assessment and Feedback
Half Term			
21	22 February 2027	Setting Aspirational Goals	Budgeting for a Change in Circumstance
22	01 March 2027	Evaluating the Labour Market	Salary Deductions and Savings Options
23	08 March 2027	Evaluating PS18 Choices	Financial Contracts
24	15 March 2027	Evaluating Financial Implications of PS18 Choices	Risks of Financial Ventures
Half Term			
25	05 April 2027	Managing Credit and Debt Arrangements (SLC)	Media: Recognising Propaganda
26	12 April 2027	Assessment and Feedback	Assessment and Feedback
27	19 April 2027	Consent: Assertiveness in Decisions	Managing Mature Friendships
28	26 April 2027	Consent: Emotional, Physical, Social and Legal Consequences	Managing Transitions to a New Life Phase
29	03 May 2027	Identifying Signs of Abuse	Maintaining Healthy Relationships
30	10 May 2027	Attitudes Towards Sexual Assaults	Negotiating Boundaries in Relationships
31	17 May 2027	Recognising Manipulation and Co-Ercion	Managing Strong Emotions
32	24 May 2027	Forced Marriages	Gangs and Carrying a Weapon
Half Term			
33	07 June 2027	Assessment and Feedback	Assessment and Feedback
34	14 June 2027	Managing Risk and Personal Safety: Online	
35	21 June 2027	Managing Risk and Personal Safety: Travelling	
36	28 June 2027	Rights and Responsibilities: Travelling	
37	5 July 2027	Performing First Aid	
38	12 July 2027	Impacts of Substance Abuse	

