



Trinity Sixth Form Academy

Policy:	Relationship, Sex and Health Education
Date of review:	July 2026
Date of next review:	July 2027
Lead professional:	K Ryan – Associate Senior Leader (Wider Curriculum)
Status:	Statutory

1. Purpose of policy and guiding principles

- 1.1. The college believes that Relationships, Sex and Health Education is the lifelong learning about moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. We define 'relationships, sex and health education' as learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health, as well as general health and wellbeing. The aim is to equip children and young people with the information, skills and values to have safe, fulfilling and enjoyable relationships, and to take responsibility for their sexual health and general wellbeing. It is not about the promotion of sexual orientation or sexual activity; this would be inappropriate teaching.
- 1.2. We have a duty under the Equality Act (2010) to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Our inclusive sex and relationships education fosters good relations between students, tackle all types of prejudice – including homophobia – and promotes understanding and respect.
- 1.3. Sex and Relationships Education is delivered within the aims and philosophy of the trust and the agreed framework for the overall pastoral care of students.

2. Links with other policies or legislation

- 2.1. The content of Sex Education delivered within the college corresponds with National Curriculum Council, Health Education Guidance, and is in line with the DfE Guidance on Relationships, Sex and Health Education (September 2026).
- 2.2. The PSHE/RSHE curriculum is aligned with the PSHE Association Key Stage 5 Programme of Study, ensuring coverage across the two core themes of Relationships, Sex and Health Education and Economic Wellbeing and Careers Education. Appendix 1.

3. Aims and Objectives of Relationships, Sex and Health Education

- 3.1. Aim: *To develop a healthy lifestyle and keep themselves and others safe. The objective of this aim is to understand:*
 - the physical and emotional changes that take place at puberty.
 - how to keep healthy, and what influences there are on health.
 - that positive relationships and balancing work and leisure affects mental health.
 - human reproduction, contraception, sexually transmitted infections, HIV, and high-risk behaviours.
 - what is a risk, and how to make safer choices through relevant information.
 - some ways of resisting pressure that threatens their own safety.
 - the health risks associated with early sexual activity and pregnancy and about safer practices.
 - how different forms of contraception work and where to seek advice in order to inform future choices.
 - to seek professional advice confidently and find information related to health.
- 3.2. Aim: *To develop effective and fulfilling relationships and learn to respect differences. The objective of this aim is to understand or develop:*
 - the changing nature of, and pressure on, relationships with friends, family, professionals, and when and how to seek help.
 - the role and feelings of parents and carers and the value of family life.
 - the value of negotiation within relationships and that personal action has consequences and may involve compromise.

- communication skills with peers and adults.
- the diversity of different ethnic groups, the power of prejudice and to be aware of exploitation in relationships.

3.3. Aim: *To develop self-esteem, confidence, independence, and responsibility; and make the most of their abilities. The objective of this aim is to be able to:*

- recognise and manage influences, pressures, and sources of help.
- consider long and short-term consequences when making decisions about personal health.
- use assertiveness skills to counter unhelpful pressure.

4. Roles and responsibilities

- 4.1. The planning and organisation for the Relationships, Sex and Health Education programme, delivered through the Personal Development Programme in Trinity+ is the responsibility of the Associate Senior Leader (responsible for Wider Curriculum).
- 4.2. Liaison needs to be maintained with other Curriculum Leaders and with the senior member of staff in each college responsible for the Curriculum.
- 4.3. The Senior Personal Progress Tutors are responsible for quality assuring the delivery of the programme and feeding this information back to the Associate Senior Leader (responsible for Wider Curriculum).
- 4.4. Students will have opportunities to review and reflect on their learning during lessons. Student voice is collected after every Personal Development session to ensure we are constantly meeting the needs of our students.

5. Delivery and continuity

- 5.1. All topics delivered form part of a carefully planned programme in a weekly Personal Development session which is part of the Trinity+ programme. The programme is delivered to all students, in their houses. The content is age appropriate and there is progression and continuity from Year 12 to Year 13.
- 5.2. Staff who have all received appropriate training deliver all work on Relationships, Sex and Health Education through a series of well-resourced Personal Development session.
- 5.3. Staff will try to build on knowledge students have obtained from Key Stages three and four. in partner secondary colleges. The college will attempt to maintain an up-to-date knowledge of the Relationships, Sex and Health Education programmes delivered in partner secondary colleges through close transition links.

6. Values and framework

- 6.1. All sessions Relationships, Sex and Health Education are delivered within a framework which clearly outlines what is appropriate behaviour for these sessions based on good communication and interpersonal skills within a broader base of self-esteem and respect. The delivery aims to be supportive, inclusive of all students' needs, honest and open whilst demonstrating respect for staff and others.
- 6.2. The aim is to provide an understanding that positive, caring environments are essential for the development of a good self-image and that individuals are in charge of, and responsible for, their own body and actions.
 - Balanced factual information will be given within a framework in which students can examine their own attitudes and have opportunities to consider other views.

- Materials, information and teaching strategies used will be selected to be appropriate for the students' age, intellectual development and maturity.
- Staff will assume that they may be covering areas that some parents will already have covered with their children; therefore, attitudes may have been formed and should be respected.
- It is recognised that it is important for the moral dimensions of sexual relationships to be considered responsibly, taking account of religious principles and parental guidance.
- The content will be presented to students in such a way so as to encourage them to have due regard for moral considerations and the value of family life.
- All work delivered will be sensitive to the needs of all students and will take account of gender, religions and sexual orientation.
- Students will be consulted in terms of content and their preferred method of grouping for delivery of these sessions.

6.3. The materials in use will be reviewed regularly by the Associate Senior Leader (Wider Curriculum) the Senior Progress Tutors and the Personal Progress Tutors. The students will play a full and active part in the reviewing their effectiveness.

6.4. The Personal Development sessions on Health will link directly with our college Health Strategy.

7. Information to Parents

7.1. Parents are able to access this policy at any time via our website. It has been written in conjunction with parents and carers, as well as various stakeholders within the Academy. We want to work closely with parents to ensure that they are fully aware of what is being taught and the rationale for its importance.

7.2. Information on the content of the programme can be accessed on the college website. Further details can be sought by contacting the Associate Senior Leader (Wider Curriculum) or the Personal Progress Tutor team.

7.3. Parents do have the right to withdraw their children from sex education lessons (Appendix 1). The Academy asks that any parent(s) who wishes to withdraw their child from the sex education element of Relationships, Sex and Health Education completes the 'opt-out' form (Appendix 2) and then makes an appointment to speak to a member of the Senior Leadership Group (SLG) to discuss how this topic(s) will be delivered by parents at home. Requests for withdrawal from lessons should be addressed to the Principal who will make suitable arrangements within 21 days. Please be advised that opt-out requests are reviewed annually to ensure parents remain fully informed of our evolving curriculum. We invite parents and carers to meet with us to discuss the updated content for the coming year. This ensures your decision is based on the most current information. If you wish to continue with the withdrawal for this academic year, please confirm this in writing.

7.4. Under the government statutory guidance (2026) students have the right to opt-in to sex education, even if this goes against the stated wish of their parents, when they are within 3 college terms of their 16th birthday. If this is the case, the Academy is obliged to provide a 'catch-up' programme on the sex education topics that may have been missed.

7.5. Please be aware that a parent's choice to withdraw a child from sex education does not affect the child's right to use confidential health services provided at the college or elsewhere.

8. Support for staff and students

8.1. The following measures are in place to support students and staff in relation to Relationships, Sex and Health Education:

- The Associate Senior Leader (Wider Curriculum) and Senior Personal Progress Tutors will attend training and meetings as appropriate, to ensure that the college is kept informed and up to date.
- Staff responsible for delivering Relationships, Sex and Health Education should feel confident and will be given appropriate support and training, if required.
- Experts who are not staff may be involved in Relationships, Sex and Health Education. This will only take place after consultation with the Personal Progress Team and SLG and their involvement will be in accordance with this policy. The input by any outside agency may be observed, or supported, by academy professionals.
- Priority will be given to staff new to the teaching of Relationships, Sex and Health Education when training opportunities are available.
- Guidelines based on DfE guidance (issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996) are available for all staff delivering Relationships, Sex and Health Education (via Department of Education website). Staff are reminded of these guidelines and the need to develop appropriate teaching strategies.
- Staff are also reminded of their responsibilities towards Child Protection and how effective Relationships, Sex and Health Education can bring an understanding of acceptable behaviour, which can lead to a disclosure of a child protection issue.
- No member of staff will be instructed against their wishes to deliver Relationships, Sex and Health Education.
- Provision for students to discuss issues or concerns, on an individual basis is made available through the college pastoral team. The student will be met by the pastoral team and could be signposted to another support team within the college.
- The college's student support programme gives each student access to a Personal Progress Tutor who can refer students to the appropriate, clearly identified staff within the academy, as and when necessary, to provide or arrange additional support or guidance. These staff will follow trust procedure in cases where students are thought to be at risk.

9. Students with special educational needs and disabilities (SEND)

- 9.1. Relationships, Sex and Health education must be accessible for all students therefore measures will be taken to differentiate the learning, and some students may be provided with additional sessions e.g. on the social use of language
- 9.2. The curriculum will support their development of skills and knowledge relevant to the 'health' strand of the Preparing for Adulthood outcomes
- 9.3. It is recognised that students with SEND can be more vulnerable to exploitation, bullying and the development of other SEMH issues. Staff delivering the Relationships, Sex and Health Education Programme will be made aware of this and be supported in remaining alert to any potential safeguarding concerns and how to pass these on to the DSL or Safeguarding and Medical Welfare Manager.

10. Organisational aspects of the Relationships, Sex and Health Education programme

- 10.1 Student groupings: Topics will normally be delivered in Trinity+ groups and will be mixed gender and mixed abilities.

11. Health Professionals

- 11.1 The involvement of health professionals is encouraged within the Relationships, Sex and Health Education Programme, to support the work of the teaching staff and to present a community view on the various topics.
- 11.2 Aspects and approaches to the delivery of Relationships, Sex and Health Education by Health professionals will be in line with the academy's Relationships, Sex and Health Education Curriculum Plan. Health professionals will, therefore, only be involved in the programme after discussion with one or more of those responsible for the programme within a particular academy and the agreement of the academy's SLG.

12. Parental Requests

- 12.1 Parental requests to view materials will be met within 21 days. Parents will be invited to the academy at a mutually convenient time in order to look at materials used, alongside a member of SLG.
- 12.2 Parental requests for their child(ren) to be withdrawn from sessions on Sex Education will result in a discussion between the academy (usually a member of SLG and the Personal Progress Tutor) and the parent. If removal from certain or all sessions is decided, then the student will work in the Achievement Centre independently or another agreed quiet space for the duration of the session.

13. Monitoring and Evaluation of the Relationships, Sex and Health Education Policy

- 13.1. This will take place through:
 - weekly Trinity+ CPD sessions with leaders of Trinity+ and the Personal Progress Team who deliver the sessions
 - student voice on each Personal Development session
 - end of term review by the leaders of Trinity+ and the Personal Progress Team
 - meetings between those responsible for planning and organising and the relevant member of the senior management team.
 - annual review of the policy on Relationships, Sex and Health Education.
 - meetings between the Associate Senior Leader (Wider Curriculum), SLG and Personal Progress Team as necessary to discuss changing DoF Guidelines, Legislation, Student Needs, Academy Needs as perceived by the academy or the Governors.
 - reports will be made as required to the Staff/Student/Governors.

Appendix 1: Categorisation of topics within Personal Development Trinity+ Programme

PSHE Association Programme of Study – Key Stage 5

Section 1: Relationships, Sex and Health Education (RSHE)

Healthy, positive relationships

1. skills to manage changes in friendships throughout their lives
2. to recognise opportunities to build meaningful relationships in new environments, including at university and in the workplace; about the boundaries around professional relationships
3. how to articulate their relationship values and apply ethical principles in different types of relationships
4. to evaluate the influence of different faith, cultural or societal views on relationships and sex
5. to evaluate different ways that people express emotional and physical intimacy in relationships; the role of pleasure in healthy, positive relationships
6. how open communication and constructive dialogue can support relationships, reduce conflict and help to navigate difficulties; to manage the ending of relationships safely and respectfully
7. strategies to manage personal safety in a range of social contexts, including in new environments, meeting new people, and when dating; the importance of trusting instincts if something does not feel right
8. about reliable and appropriate organisations that provide young people with relationship advice, including LGBT support services

Boundaries and consent

1. the ethical and legal responsibilities involved in seeking consent, and how to recognise enthusiastic consent; the importance of respecting and protecting people's right to give, not give, or withdraw their consent
2. skills to effectively communicate personal boundaries, needs and wants
3. to recognise the risks inherent in new sexual encounters; strategies to support decision making and maintain personal safety and wellbeing in these situations
4. to evaluate power imbalances within relationships and their potential impact; to redress or respond to power imbalances

Harmful relationship behaviours

1. to recognise, manage and respond to negative influence, manipulation, coercion and persuasion in a variety of contexts; how to identify when their own attitudes or behaviours might be harmful, and sources of support to address this
2. to recognise and respond to different forms of abuse; including how to seek help, report concerns and exit strategies for unhealthy relationships
3. the illegality of forced marriage, and all forms of so-called 'honour' based violence; to get help (including from the police and specialist organisations) for themselves or others they believe to be at immediate or future risk
4. how to access medical attention and emotional support for anyone previously affected by FGM, virginity testing or hymenoplasty

5. rights and legal protections in relation to unwanted attention, obsessive behaviours, non-contact sexual offences, harassment, stalking, sexual assault, and rape; the emotional, physical, social and legal consequences of these
6. how to report sexual assault, violence or rape; what happens when and after a report is made; where and how to access medical and emotional support, even if a report is not made; the role of victim support services and organisations
7. evaluate the influence and impact of harmful attitudes, including misogyny; how to challenge harmful narratives and victim blaming
8. ways to safely intervene if witnessing harmful sexual behaviours, and how to report and access support for self or others
9. the early signs of different exploitative behaviours, e.g. criminal, financial, sexual exploitation; how to respond if experiencing the grooming process or aware of others at risk; the importance of reporting concerns and seeking support

Contraception and parenthood

1. the skills to confidently discuss with a sexual partner and, if necessary, assert, the use of contraception
2. to evaluate the most appropriate methods of contraception in different circumstances; how to use contraceptives effectively, including emergency contraception
3. how fertility changes for males and females over time, including menopause; that fertility can be influenced by lifestyle factors; about reproductive health including healthy pregnancy; where to access advice and support relating to fertility, pregnancy, and miscarriage
4. factors that influence decisions about whether and when to start a family (e.g. fertility, financial, relationship or career status); different routes to parenthood
5. the implications of unintended pregnancy and young parenthood; the pathways available in the event of an unintended pregnancy; services available and how to access them; the importance of getting advice and support quickly

Sexual health

1. the importance of seeking reliable, accurate information about contraception; how to choose, access, and communicate use of contraception with sexual partners; when, why and how to access emergency contraception
2. how to reduce the risk of contracting or passing on a sexually transmitted infection (STI), including accessing condoms or other barrier methods; the role of PREP and PEP in HIV prevention
3. how to take responsibility for their sexual health and know when, where and how to access STI testing, advice, diagnosis, and treatment; the importance of communicating diagnosis with sexual partners

Inclusion, bullying and discrimination

1. to recognise and safely challenge prejudice and discrimination in all contexts; how intersectionality shapes people's experiences of discrimination
2. how the Equality Act is applied in different contexts; everyone's right to be treated with respect; the importance of proactively supporting and creating inclusive, respectful communities and spaces
3. to recognise bullying and harassment in all its forms, in the workplace or in further and higher education; ways to seek, or provide, support to resolve the situation

Online life and online harms

1. to set and maintain clear boundaries around personal privacy and to manage their online content and contact
2. to recognise how idealised images of bodies and pressure to conform can adversely affect body image and self-esteem; strategies to manage this pressure
3. the ethical, legal and social implications of sexual image sharing, including AI-generated sexual abuse and deepfake material; similarities and differences in legal protections for those over and under 18; how to respond to harmful sexual content
4. how engaging with online content can expand, limit or distort perspectives, including algorithms, misinformation, propaganda and deepfakes
5. the push and pull factors contributing to engagement with extreme narratives, how to report concerns and access support
6. how the business model of the porn industry affects what people view and evidence of harms caused by pornography
7. that pornography can normalise harmful or illegal sexual behaviours and how to respond to pressure and seek support
8. the implications and potential risks of using new, evolving and sometimes unregulated technologies such as AI chatbots

Mental health and wellbeing

1. a range of strategies for building, maintaining and promoting positive mental health
2. how to recognise and respond to changes in wellbeing and manage increasing independence and transition
3. about common mental health issues such as anxiety and depression and how to manage these
4. how to recognise signs of disordered eating, self-harm and substance misuse and when support is needed
5. to analyse and evaluate sources of mental health support and assess reliability of online and AI-generated information

Healthy lifestyles

1. how to take responsibility for monitoring personal health and wellbeing, including registering with and accessing health services
2. how to maintain a balanced diet and plan meals, especially on a budget
3. the importance of maintaining work-life balance and managing study, work, rest, sleep, exercise and online habits
4. about common and serious illnesses and when and how to access appropriate medical help
5. sun safety, self-examination and screening and how to evaluate health information and body modification risks

Managing risk and personal safety

1. to assess and manage risk in a wide range of contexts and exit unsafe situations
2. to manage personal safety when travelling in the UK and abroad
3. the law, rights and responsibilities when travelling, including visas and insurance
4. how to respond to aggression, violence or weapons while prioritising personal safety
5. how to identify illegal pressure relating to gangs or organised crime and seek help
6. how to perform first aid and when to contact emergency services

Drug education

1. about legal and illegal substances and their short and long-term impacts on health
2. the risks and consequences of alcohol and other drug use and making safer decisions
3. how substance use affects consent, judgement and personal safety
4. how different influences affect decision-making about substance use
5. how to recognise dependency and access appropriate support services

Section 2: Economic Wellbeing and Careers Education

Economic wellbeing

1. about banking and personal finance services and accessing reliable advice
2. how to plan expenditure and budget for life changes including student finance
3. about taxation, national insurance and payslips
4. how to evaluate savings, pensions, credit and debt arrangements
5. managing financial contracts and understanding consumer rights
6. assessing risks from scams, gambling and high-risk online financial activity

Careers education: aspirations, learning and work

1. how to manage the transition to post-16 and post-19 education and work
2. to set ambitious, realistic career and life goals
3. to evaluate education, training, employment and gap year options
4. how social, economic, technological and environmental change affects careers
5. how to produce CVs, personal statements and perform effectively in interviews
6. how to manage an online presence to maximise career opportunities
7. rights and responsibilities in different employment types
8. professional conduct, workplace cultures and policies
9. how to advocate for rights and challenge poor workplace practice
10. career-related and entrepreneurial skills including leadership and initiative

Appendix 2: Sex Education 'opt-out' form

Name of student:	
Year group:	
House:	

Please answer the following questions if you wish to withdraw your child from the sex education elements of our whole college Relationships, Sex and Health Education provision:

1. Which sex education topics do you wish to withdraw your child from?
2. Why do you wish to withdraw your child from these topics?
3. How do you intend to provide information and guidance on this topic(s) at home?

Once we have received this form, you will be invited into the Academy to discuss these questions further with a member of our Senior Leadership Group. We can only confirm that your child will not take part in any lessons covering a topic classified as 'sex education' once this meeting has taken place.

Please be aware that your child is over the age of 16 they have the right to opt back in to learning about topics classified as 'sex education'. If this is the case, the Academy will provide a 'catch-up' programme to inform them of topics they have missed. This is part of the Department for Education statutory guidance (2026).

For further information, please see the Academy Relationships, Sex and Health Education policy.

Date of meeting:	
Meeting with:	

Following this meeting I do / do not want to withdraw my child from sex education.

Printed name:		Relationship with child:	
Signed:		Date:	