



Brentnall Academy
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Part of United Learning

Brentnall Academy

Relationships, Sex and Health Education Policy

2026/27



Overview:

This policy applies to all United Learning schools. It should be considered in conjunction with the Statutory Guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education, available [here](#).

While the statutory requirements vary depending on phase and sector, United Learning's policy is that Sex Education is taught – in an age-appropriate way – in all our schools. All our schools also teach Health Education. All aspects of this policy apply to the education of pupils of any sex.

United Learning is committed to ensuring that the application of this policy is non-discriminatory in line with the Equality Act 2010. Further details are available in United Learning's Equalities Guidelines, [here](#).

The policy is reviewed annually or as events or legislation require.

Policy Statement

United Learning is committed to high-quality, evidence-based RSHE that supports children and young people to build positive relationships, protect their wellbeing and keep themselves and others safe. Our RSHE is values-led and promotes kindness, respect, honesty, integrity, courage and trustworthiness.

Relationships, Sex and Health Education (RSHE) gives children and young people the skills, knowledge and understanding that they will need to be safe and healthy, to make responsible decisions about their life, to learn to respect themselves and others and to move with confidence from childhood into adolescence and adulthood. It is centrally concerned with supporting children and young people through their physical, emotional and moral development, helping to ensure they develop resilience, know how and when to ask for help and where to access support.



Policy Development, Consultation and Aims

Development of the Policy

This policy has been developed in consultation with pupils, parents and staff. It reflects the statutory requirements set out in the Department for Education (DfE) Relationships and Sex Education and Health Education (RSHE) Statutory Guidance 2025.

Consultation

Brentnall Academy consults with parents by:

- Publishing a clear consultation timetable at the start of the academic year and invite participation by email, school app and newsletter.
- Offering at least one evening or daytime consultation session (virtual and in-person options) where leadership and the RSE lead present the curriculum intent, show sample materials and answer questions.
- Feeding back decisions and next steps to all parents within two weeks of the consultation closing, including any changes made in response and how concerns were addressed.
- Offering follow-up clinics or one-to-one meetings for parents with specific concerns.

Brentnall Academy consults with pupils through:

- Pupil Leadership Group reviews
- Classroom drop-boxes
- Pupil panel
- All-pupil termly questionnaires (upper KS2)

Brentnall Academy consults with staff by:

- Setting a clear staff consultation window each term linked to curriculum review cycles and sharing lesson resources at least two weeks before staff meetings.
- Holding dedicated CPD and consultation sessions where teachers can review resources, signpost potential risks or barriers (including for SEND and faith sensitivities), and propose adaptations.
- Ensuring non-specialists have access to planning templates, vocabulary banks and subject knowledge materials.
- Recording agreed changes, CPD actions and resource requests and sharing with SLT, who (once agreed) will then share with staff.



Aims

This policy aims to:

- set out the school's approach to Relationships and Sex Education in line with the DfE statutory guidance (2025);
- promote pupils' physical, mental and emotional wellbeing through an age-appropriate, evidence-informed RSE curriculum;
- ensure pupils develop the knowledge, skills and attributes they need to build positive, safe and respectful relationships, including online;
- support safeguarding by teaching pupils to recognise risks, seek help and report concerns;
- ensure content is inclusive of all pupils and respectful of diversity while not presenting contested views as fact;
- promote transparency by explaining how parents can access curriculum materials, identifying which material constitutes sex education, and how withdrawal from sex education works;
- clarify how RSE is delivered, who is responsible and how teaching is monitored and reviewed.

Statutory Requirements

Brentnall Academy delivers Relationships Education (RSE) in line with the Department for Education's statutory guidance (updated July 2025, effective September 2026). Relationships Education is a compulsory part of the curriculum, ensuring all pupils receive accurate, age-appropriate and inclusive teaching on relationships and sex. Provision promotes resilience and respect for diversity, as well as addressing safeguarding priorities, including staying safe online and identifying unsafe behaviour and abuse. Relationships Education is taught within a safe, supportive environment by trained staff, with clear communication to parents and carers, and is regularly reviewed.

Sex education is not compulsory in primary schools. However, it is United Learning policy that primary schools deliver suitable sex education before children reach the end year 6 to ensure children are suitably prepared for transition to secondary school. Any sex education taught in Brentnall Academy is appropriately tailored to the age, physical and emotional maturity of our pupils.

Working with Parents

Brentnall Academy recognises the importance of parental involvement in their child's education; parents are a child's first and most enduring educators, providing the foundational learning, emotional support, and guidance that shape their development from birth.

It is vital that parents are confident in the content and messaging of the RSE their child receives, with particular regard to sex education. It is equally important that parents feel equipped to discuss sex education with their child.

With that in mind, as part of the consultation process, Brentnall Academy will provide guidance to parents on talking to their children about sex and linking this with what is being taught in school.



Brentnall Academy will ensure that parents are consulted on RSE policy and have access to what their child will learn in RSE.

Overviews of content can be found on *the RSHE page of the school website* [PSHE | Subjects | Curriculum | Brentnall Academy](#), and the student-facing lesson content can be accessed on request by contacting the school office at enquiries@brentnallacademy.org.uk

Brentnall Academy will endeavour to respond to requests within 2 days but if parents have immediate concerns, please contact 0161 553 0457.

Parental Right to Withdraw Children

Brentnall Academy acknowledges the right of parents to withdraw their child from some or all of the sex education provided (except from sex education taught under the science curriculum), but not from relationships education.

Parents wishing to discuss the withdrawal of their child from some or all of the sex education provided should contact enquiries@brentnallacademy.org.uk outlining this request.

The Principal will automatically grant a request to withdraw a pupil from any sex education, other than as part of the science curriculum, and will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

Definitions: Relationships Education

Relationships education is designed to help pupils build and maintain positive relationships while also recognising potential risks and harms. As part of this, teaching may cover issues such as recognising sexual abuse or avoiding the sharing of inappropriate material online, without the need to describe any sexual activity in detail.

In line with safeguarding best practice, pupils should also learn the correct names for different parts of the body and be able to use these terms confidently and accurately. These terms can be taught without any reference to, or details of, sexual activity.

Relationships education is compulsory, and parents do not have the right to withdraw their child from relationships education or health education.

Relationships education includes teaching about:

- families, including diverse family structures
- friendships and respectful relationships
- safe, caring and healthy relationships
- harmful relationships and identifying sexual abuse
- boundaries, consent and communication
- online behaviour, digital safety, harmful online attitudes and image-sharing
- recognising and reporting unsafe behaviours

Relationships education does not describe the detail of sexual activity.

Definitions: Sex Education

Sex education in primary contexts is teaching about:

- specific details of sexual activity

Curriculum Content and Organisation



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Brentnall Academy uses RSE materials which are created by United Curriculum and then adapted by our own teachers to meet the needs of our pupils.

Parents can request to see all student-facing lesson materials by contacting *the school office* at enquiries@brentnallacademy.org.uk Brentnall Academy will endeavour to respond to requests within 2 days but if parents have immediate concerns, please contact 0161 553 0457.

The objectives that are covered in each year group are as follows:

Relationships Education

Primary relationships education should focus on teaching the foundational skills and knowledge needed for positive relationships. This helps children grow into respectful, caring individuals who can keep themselves and others safe. Early education is essential for preparing pupils for more complex topics at secondary level. For example, learning to manage emotions like anger or disappointment in friendships lays the groundwork for handling more challenging relationships later on.

Teaching should be sensitive to pupils' diverse family backgrounds, including single parents, same-sex parents, grandparents, young carers, kinship carers, adoptive and foster families. Lessons should present a wide range of family structures positively and avoid stigmatising any child based on their home life.

Children should be taught about positive relationships and how to stay safe, including recognising and reporting abuse and risks, both offline and online. This includes understanding boundaries, privacy, bodily autonomy, and personal information.

Pupils should be able to identify emotional, physical and sexual abuse, and trust their instincts when something feels wrong. They should also understand bullying, including the use of derogatory language related to sex, race, disability or sexual orientation.

Children must know how to report concerns and seek help. Teaching should make it clear that abuse is never the child's fault. Protective and preventative content should be introduced in a way that avoids causing unnecessary alarm or normalising risky behaviour. For example, schools may address issues like pressure to share nude images or exposure to pornography if relevant to their pupils.

All teaching should be age-appropriate and respectful of children's varied experiences. Parents should be informed in advance of any changes to the school's published RSE policy and be given access to relevant materials on request.



Sex Education

Sex education is not mandatory in primary schools, but it is recommended that it be taught in Years 5 and/or 6, aligned with the national science curriculum content on conception and birth.¹

The science curriculum also includes related topics such as external body parts, human development from birth to old age (including puberty), and reproduction in some plants and animals. Schools can cover human reproduction in the RSHE curriculum, but this should be in line with the factual description of conception used in the science curriculum.

Primary schools must consult parents about any sex education content, offering support to help them discuss these topics with their children.

Schools should also inform parents of their right to request withdrawal from sex education lessons.

By the end of Primary School (Relationships):

Families and people who care for me	Curriculum content: <ol style="list-style-type: none">1. That families are important for children growing up safe and happy because they can provide love, security and stability.2. The characteristics of safe and happy family life, such as 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.3. That the families of other children, 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.4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.6. 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	Curriculum content: <ol style="list-style-type: none">1. How important friendships are in making us feel happy and secure, and how people choose and make friends.2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.

¹ It is United Learning policy that all primary schools deliver an age appropriate sex education within R[S]HE.



	<p>3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.</p> <p>4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.</p> <p>5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.</p> <p>6. How to manage conflict, and that resorting to violence is never right.</p> <p>7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.</p>
<p>Respectful, kind relationships</p>	<p>Curriculum content:</p> <p>1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.</p> <p>2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.</p> <p>3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.</p> <p>4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.</p> <p>5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.</p> <p>6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.</p> <p>7. The conventions of courtesy and manners.</p> <p>8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.</p> <p>9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.</p> <p>10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.</p> <p>11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.</p>
<p>Online safety and awareness</p>	<p>Curriculum content:</p> <p>1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.</p> <p>2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they</p>



	<p>have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.</p> <p>3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.</p> <p>4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.</p> <p>5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.</p> <p>6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.</p>
Being safe	<p>Curriculum content:</p> <p>1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.</p> <p>2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</p> <p>3. That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.</p> <p>4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.</p> <p>5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.</p> <p>6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.</p> <p>7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.</p>

Health Education: Physical Health and Wellbeing

The goal of health and wellbeing education is to help pupils make informed decisions about their health, understand the connection between physical and mental health, recognise when something is wrong, and seek support.

Schools should help pupils build self-regulation, perseverance and resilience.

Teaching should reduce stigma around health issues, especially mental health, and discourage negative language. Schools should promote openness so pupils feel comfortable asking questions and seeking help.

Puberty and menstruation education should be supported with practical arrangements, such as access to period products. Schools should use language like “period pads” or “menstrual



products.” The Department for Education’s Period Products Scheme is available for state-funded primary schools, secondary schools, and colleges in England.

In primary, health education begins with the importance of physical activity, nutrition, sleep and emotional awareness. It should highlight the link between physical and mental wellbeing and the benefits of outdoor activity. As in all of RSHE, care should be taken to avoid exposing pupils to concepts which are not appropriate for them. Schools should continue to build on the primary health and wellbeing curriculum content in secondary.

By the end of Primary School (Health):

<p>General wellbeing</p>	<p>Curriculum content:</p> <ol style="list-style-type: none"> 1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. 2. The importance of promoting general wellbeing and physical health. 3. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. 4. How to recognise feelings and use varied vocabulary to talk about their own and others’ feelings. 5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. 6. That isolation and loneliness can affect children, and the benefits of seeking support. 7. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others. 8. That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently. 9. Where and how to seek support (including recognising the triggers for seeking support), including who 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). 10. That it is common to experience mental health problems, and early support can help.
<p>Wellbeing online</p>	<p>Curriculum content:</p> <ol style="list-style-type: none"> 1. That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet. 2. Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.



	<ol style="list-style-type: none"> 3. The benefits of limiting 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. 4. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online. 5. Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted. 6. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive. 7. How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them. 8. That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults. 9. How to understand the information they find online, including from search engines, and know how information is selected and targeted. 10. That they have rights in relation to sharing personal data, privacy and consent. 11. Where and how to report concerns and get support with issues online.
<p>Physical health and fitness</p>	<p>Curriculum content:</p> <ol style="list-style-type: none"> 1. The characteristics and mental and physical benefits of an active lifestyle. 2. The importance of building regular physical activity 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, moderate and/or vigorous physical activity. 3. The risks associated with an inactive lifestyle, including obesity. 4. How and when to seek support including which adults to speak to in school if they are worried about their health.
<p>Healthy eating</p>	<p>Curriculum content:</p> <ol style="list-style-type: none"> 1. What constitutes a healthy diet (including understanding calories and other nutritional content). 2. Understanding the importance of a healthy relationship with food. 3. The principles of planning and preparing a range of healthy meals. 4. 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).
<p>Drugs, alcohol and tobacco</p>	<p>Curriculum content:</p> <ol style="list-style-type: none"> 1. The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.
<p>Health protection and prevention</p>	<p>Curriculum content:</p> <ol style="list-style-type: none"> 1. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. 2. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. 3. The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.



	<p>4. About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular checkups at the dentist.</p> <p>5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</p> <p>6. The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils</p>
Personal safety	<p>Curriculum content:</p> <p>1. About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.</p> <p>2. How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.</p>
Basic first aid	<p>Curriculum content:</p> <p>1. How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.</p> <p>2. Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.</p>
Developing bodies	<p>Curriculum content:</p> <p>1. About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.</p> <p>2. The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.</p> <p>3. The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.</p>

Sex education taught through our RSE curriculum includes:

- Sex refers to physical acts involving the genitals.
- Some sex, when a man's penis enters a woman's vagina, can lead to a baby being conceived.

This content is currently delivered in Year 6, Autumn 2.

Sex education taught through the science curriculum includes:

- Sexual reproduction involves two parents – usually male and female – creating a new organism by mixing their genomes.
- Sexual reproduction begins with fertilisation of an egg, which mixes the genes from two parents. Fertilisation can be internal or external.
- Male sex cells are called sperm.
- Female sex cells are called eggs.
- After an egg is fertilised, an embryo will develop. Embryos develop inside the body in the gestation period for viviparous animals. Embryos develop outside the body in eggs for oviparous animals.

This content is delivered in Year 5, Spring 1, in the context of reproduction and life cycles.



Teaching and Learning

RSE at Brentnall Academy is delivered in a way that:

- is appropriate to age and stage
- is scientifically factual, objective and legally accurate
- equips pupils with communication and decision-making skills
- encourages open discussion while setting safe boundaries
- promotes respect, inclusivity and safeguarding
- avoids teaching contested views as fact
- maintains balance and impartiality

Staff will:

- use ground rules
- prepare pupils ahead of time where appropriate
- signpost pupils to support
- manage disclosures in line with safeguarding procedures
- balance the need for accuracy with sensitivity

Responding to Questions

Pupils may ask questions that are outside of the scope of the lesson or what is appropriate for a member of staff to discuss with them. This may be due to the fact that the child in question has been withdrawn from the sex education element of the subject.

Nonetheless, children's curiosity makes it unlikely that an unsatisfied request for information will end there, and it is highly likely that they will seek alternative sources. These are likely to be less reliable and even unsafe.

If a pupil asks a question that a member of staff cannot answer, the following steps will be followed:

- The member of staff will discreetly and sensitively reassure the pupil that it is normal to be curious and explain to the pupil why they are unable to answer the question. They may ask the pupil whether this is something they would feel able to ask a parent about, or signpost to specialist services if appropriate.
- The member of staff will follow safeguarding policies and procedures as appropriate, but even if the question posed does not constitute a safeguarding concern, the RSHE lead and/or the SLT line manager for RSHE will be informed on the same day.
- Leaders will consider the likelihood of the pupil seeking answers to their question/s elsewhere and the possible implications of this. They may consider it appropriate to contact parents to discuss how to best support and guide the pupil.

Inclusivity and Accessibility

Pupils with SEND

All pupils, including those with SEND, have a full entitlement to RSE, and having an additional need is never a reason to restrict access to essential learning about relationships, safety, consent and wellbeing.

Research suggests that children and adults with SEND can be more vulnerable to abuse and exploitation. Provision of high-quality, adapted RSE is a critical protective factor.

This section should be read in conjunction with the school's SEND Policy and Teaching and Learning Policy.



Teaching and Learning

- Teaching will be personalised through adapted resources, simplified but accurate language, pre-teaching of key vocabulary, visual supports, and highly structured routines for discussion and decision-making.
- Lessons will be paced carefully, use multi-sensory approaches and provide extra processing time.
- Staff will maintain high expectations of dignity, age-appropriate content and respect, ensuring materials reflect diverse families, relationships and identities, including those of young people with SEND.
- As appropriate, planning will be trauma-informed and sensitive to pupils who may have experienced adversity, with clear routes for help-seeking at appropriate points in units. These adaptations support access without lowering ambition or omitting statutory content.

Pupils' Religious and Faith Backgrounds

RSE will respect religious and cultural diversity, uphold pupils' rights to accurate information and safety, and comply with the Equality Act. Teaching will avoid discrimination and protect pupils' dignity.

Principles

- Assume diversity, not uniformity: different pupils of the same faith will interpret teachings differently.
- Meet statutory RSE outcomes while treating faith backgrounds fairly and avoiding discrimination.
- Prioritise pupils' wellbeing, dignity and safeguarding when adapting content.
- Engage fully with parents, pupils and, where appropriate, faith leaders and members of the community when consulting on the curriculum.

Teaching, Learning and Curriculum

Teachers and leaders must balance pupils' rights to access all statutory content with sensitivity to religious and cultural diversity.

When planning lessons, Brentnall Academy will:

- **Offer neutral, balanced coverage:** RSE should be delivered in a balanced and neutral way. This is especially important where religious and cultural perspectives mean that pupils may have strong beliefs about some content. Teachers will present accurate faith viewpoints alongside secular and other perspectives, so pupils see a balanced picture.
- **Use inclusive imagery and language:** ensure visuals show religious and cultural diversity and avoid metaphors that may confuse pupils with mobility needs or ASD.
- **Manage discussions carefully:** deliver content in an objective way and use ground rules and clear boundaries to manage pupil discussion.
- **Map objectives to need:** teachers start from the required learning outcomes and identify where faith perspectives are most likely to be relevant (e.g. family, marriage, contraception, gender).
- **Build in alternatives:** consider additional consultation with parents and pupils to ensure sensitive delivery where appropriate.
- **Consider faith perspectives:** build in opportunities to reflect on RSE objectives through the lens of faith teachings when appropriate and helpful.



- **Employ distancing techniques:** use stories, role-play, third-person scenarios or case studies to explore sensitive issues safely.

Complaints

Any complaints about the Relationships and Sex Education programme should be made in accordance with the school's usual complaints procedure. This can be accessed [Complaints Policy](#)

Approval and Review

- This policy is approved by the *governing body*.
- It is reviewed **annually**, or sooner if national guidance changes or it is otherwise appropriate to make amendments.
- The RSHE Lead is responsible for coordinating the review process.
- The policyholder is *always a member of the Senior Leadership team*.

Policy Review Date

	Date	Name of owner/author
Authorised:	18/03/2026	[INSERT]
Policy Reviewed:	04/02/2026	[INSERT]
Next Annual Review Date:	04/02/2027	[INSERT]

Governor responsible:

Simon Davies