

Relationship and Sex Education (RSE) and Health Education Policy

APPROVING BODY	Head of School
DATE APPROVED	January 2026
VERSION	V2
SUPERSEDES VERSION	V1
REVIEW DATE	January 2027
FURTHER INFORMATION / GUIDANCE	<ul style="list-style-type: none">• Education Act 1996• Education Act 2002• Equality Act 2010• Education Act 2011• Children and Social Act 2017

1. Overview

- 1.1. The aim of the RSE curriculum is to:
 - 1.1.1. Provide a caring environment in which sensitive discussions can take place
 - 1.1.2. Prepare students for the changes which will occur to their bodies during puberty, and consider sexual development, health and hygiene.
 - 1.1.3. Help students develop feelings of self-respect, confidence and empathy
 - 1.1.4. Create a positive culture around issues of sexuality and relationships.

2. Statutory Requirements

- 2.1. Relationships and Sex Education is compulsory in all secondary schools.
- 2.2. As a secondary academy we must provide RSE to all students as per section 34 of the Children and Social work act 2017.
- 2.3. 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.
- 2.4. On the 25 June 2019 the Government published the following statutory guidance 'Relationships Education, relationships and sex education (RSE) and health education'. This comes into effect from September 2020.

3. Policy Development

- 3.1. This policy has been developed in consultation with staff, students and parents. The consultation process has involved the following steps:
 - 3.1.1. Review – The PSHE Lead and the Link Deputy Head of School have reviewed all relevant information including national and local guidance.
 - 3.1.2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
 - 3.1.3. Parent/stakeholder consultation – parents and any interested parties were given the opportunity to comment on this policy and the RSE curriculum.
 - 3.1.4. Student consultation – Focus groups were held with students in Year 7 –11 to establish the Big Ideas (core skills and knowledge) students were expecting to study in RSE.
 - 3.1.5. Ratification – once amendments were made, this policy was shared with governors and ratified.

4. Definitions

- 4.1. RSE is about the emotional, social and cultural development of students, and involves learning about families, relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.
- 4.2. RSE involves a combination of sharing information, and exploring issues and values.
- 4.3. RSE is not about the promotion of sexual activity or about the promotion or condemnation of sexual preferences.

5. RSE Curriculum

- 5.1. A broad overview of our RSE curriculum is provided on the school website. This has been developed in consultation with parents, students and staff and pays due regard to the RSE government guidance (2020)
- 5.2. RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds. The RSE curriculum consists of five units:
 - 5.2.1. Families,
 - 5.2.2. Respectful relationships, including friendships
 - 5.2.3. Online and media
 - 5.2.4. Being safe
 - 5.2.5. Intimate and sexual relationships, including sexual health
- 5.3. These areas of learning are taught within the context of family life. Care is taken to ensure no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).
- 5.4. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner.
- 5.5. RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in philosophy, religion and ethics (PRE).

6. Roles and Responsibilities

- 6.1. The Trust will monitor the implementation of the policy across all Academies within the Trust.
- 6.2. The Governors will ensure that the Quality of provision is subject to regular and effective self-evaluation and that the subject is well led, planned and effectively managed.
- 6.3. Head of School is responsible for ensuring that RSHE is taught consistently across the school and for managing requests to withdraw students from the non-statutory/non-science components of RSHE.
- 6.4. Staff are responsible for:
 - 6.4.1. Delivering RSE in a sensitive way
 - 6.4.2. Modelling positive attitudes to RSE
 - 6.4.3. Monitoring progress
 - 6.4.4. Responding to the needs of individual students
 - 6.4.5. Responding appropriately to students whose parents wish them to be withdrawn from the non-statutory components of RSE.
- 6.5. Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with their line manager in the first instance.
- 6.6. Students are expected to engage fully with the RSE curriculum and to treat all members of the school community with respect and sensitivity when discussing related content. Those students who failed to show mutual respect, may incur sanctions as set out in our Behaviour Management Policy.

- 6.7. The Trust acknowledge the key role that parents/carers play in the development of their children's understanding about relationships. Parents are the first educators of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.
- 6.8. All Parents/Carers will be:
- 6.9. Given every opportunity to understand the purpose and content of Relationships
 - 6.9.1. Education and RSHE;
 - 6.9.2. Encouraged to participate in the development of Relationships Education and RSHE;
 - 6.9.3. Able to discuss any concerns directly with the Academy.

7. Parent's right to withdraw

- 7.1. Parents have the right to withdraw their children from the non-statutory components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.
- 7.2. Requests for withdrawal should be put in writing and addressed to the Head of School.
- 7.3. A copy of withdrawal requests will be placed on the student's educational record. The Head of School will discuss the request with parents and take appropriate action.
- 7.4. Alternative work will be given to students who are withdrawn from sex education. This work will be completed in school and the student will be supervised.

8. Continued Professional Development

- 8.1. All staff involved in the delivery of RSE will be given the opportunity to access training. The PSHE lead may also invite visitors from outside of the school (e.g. school nurse or sexual health professionals) to provide support and training to staff delivering RSE.
- 8.2. All outside visitors will be appropriately vetted, prior to them visiting the school.

9. Monitoring

- 9.1. The delivery of RSE is monitored by the Senior Leadership Team. During the course of the year a range of quality assurance methods will be used to ensure sessions are of a high quality. These may include, but are not limited to, work scrutinies, learning walks, lesson observations, focus groups and student surveys.
- 9.2. Students' development in RSE is monitored by class teachers as part of our internal assessment systems.
- 9.3. This policy will be reviewed by the Link Deputy Head of School on an annual basis. At every review, the policy will be approved by the Governing Board.

