



Relationships and Sex Education Policy

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Policy Lead	Kevin Patterson (Assistant Headteacher)
Governor or SLT approval	Governor
Governor committee responsible for policy	Curriculum

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1. Aims

The aims of Relationships and Sex Education (RSE) at Richard Hale are to:

- give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships
- enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship
- offer impartial information on contraception,
- improve understanding of developing intimate relationships and resisting pressure to have sex (and not applying pressure) and of what is acceptable and unacceptable behaviour in relationships.

2. Statutory requirements

As a secondary academy school we must provide RSE to all pupils according to the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under section 34 and 35 of the Children and Social Work Act 2017. Statutory guidance is updated and reviewed every 3 years. (September 2026)

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](#).

3. Policy development

1. This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:
2. Review – Appropriate members of staff researched all relevant information including relevant national and local guidance
3. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations

4. Parent/stakeholder consultation – parents and any interested parties were invited to contribute to the draft policy
5. Pupil consultation – The Student Voice body was consulted about what pupils want from their RSE
6. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary. We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

6. Delivery of RSE

RSE is taught within the Personal, Social and Health Education (PSHE) curriculum, which itself is principally delivered by Form Tutors and Heads of Year during Extended Tutor Time (ETT) and year assemblies. A fortnightly hour of timetabled PSHE also takes place for Year 7 and Year 8, covering aspects of RSE. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in Religious Education (RE). Outside speakers may be involved in the delivery of RSE. When such presentations take place, great care will be taken before inviting any speakers into the school, to ensure appropriateness of content and delivery.

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

For more information about our RSE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life taking care to ensure that there is 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).

Richard Hale prides itself on its inclusive policy and how we make provision for all pupils' needs. This is no exception for PSHE and RSE. High quality teaching is differentiated and personalised to meet the needs of all pupils.

7. Roles and responsibilities

7.1 The governing board

The governing board will approve the RSE policy, and hold the Headteacher to account for its implementation.

7.2 The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section 8). The Headteacher will normally delegate this responsibility to the member of SLT who oversees PSHE.

7.3 Staff

The Assistant Headteacher responsible for oversight of PSHE and RSE is Kevin Patterson.

The member of staff with responsibility for the planning and resourcing of PSHE and RSE is Kevin Patterson.

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils

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 the Headteacher.

7.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

8. Parents' right to withdraw

Parents have the right to withdraw their children from the non-statutory/non-science 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.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The Headteacher will discuss the request with parents and take appropriate action. Alternative work will be given to pupils who are withdrawn from sex education.

9. Training

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

The Headteacher may also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

10. Monitoring arrangements

The delivery of RSE is monitored by Kevin Patterson through:

- Discussion and meeting with the member of staff responsible for PSHE planning and delivery
- Scrutiny of Head of Year Schemes of Work for PSHE
- Learning walks

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Kevin Patterson annually. At every review, the policy will be approved by the governing board/ the Headteacher.

Appendix 1: Curriculum map for RSE and Health education content of PSHE curriculum

	Term 1a	Term 1b	Term 2a	Term 2b	Term 3a	Term 3b
Year 7	Well-being – feelings Introduction to cyberbullying	Anti-bullying Relationships – building friendships	Careers module Being me Drugs – the law	Consent – concept and ability to say no Peer pressure	Mental health and body image Diet – healthy choices Importance of sleep	Disability awareness Bude review
Year 8	Well-being – resilience Alcohol and managing peer influence	Bullying debate Relationships - Inclusivity	Careers module Multicultural and respect Drugs – Smoking/Cannabis and the law	Consent – Introduction to sexuality and consent Sexting and pornography	Social Media harms Stress Sexism in schools	First aid module: Asthma and allergies Basic life support
Year 9	Well-being - social media E-safety Vaping and associated dangers	Anti-bullying week Tackling homophobia, transphobia and sexism Lad culture	Careers module Drugs – The law and managing risk	Consent – rape and the law Unhealthy relationships Morals/Values	DOVE – Self esteem project Negative images online – self harm	Disability discrimination Domestic Violence
Year 10	Well-being – character building LGBTQ+ and perception Sexuality and gender	Misogyny and sexism Gender stereotypes	Careers module Drugs – Cannabis & MDMA	Consent – Sexual consent Pornography and associated negative issues	Sexual health and STI's Anti-social behaviour – gang culture	Exam prep Drinking and Risks – House parties
Year 11	Well-being – mindfulness Sexual harassment	Gender and society Mocks – revision techniques	Understanding risks associated with gambling Drugs – Issues surrounding festivals and influence	Consent – Sexual consent Pornography and associated negative issues	Coping strategies Confidence and self esteem Exam prep	Exam preparation

Appendix 2: By the end of secondary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"> • That there are different types of committed, stable relationships • How these relationships might contribute to human happiness and their importance for bringing up children • What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony • Why marriage is an important relationship choice for many couples and why it must be freely entered into • The characteristics and legal status of other types of long-term relationships • The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting • How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed
Respectful relationships, including friendships	<ul style="list-style-type: none"> • The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship • Practical steps they can take in a range of different contexts to improve or support respectful relationships • How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice) • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help • That some types of behaviour within relationships are criminal, including violent behaviour and coercive control • What constitutes sexual harassment and sexual violence and why these are always unacceptable • The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal

TOPIC	PUPILS SHOULD KNOW
Online and media	<ul style="list-style-type: none"> • Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them • What to do and where to get support to report material or manage issues online • The impact of viewing harmful content • That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail • How information and data is generated, collected, shared and used online
Being safe	<ul style="list-style-type: none"> • The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships • How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)

TOPIC	PUPILS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> • How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship • That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others • That they have a choice to delay sex or to enjoy intimacy without sex • The facts about the full range of contraceptive choices, efficacy and options available • The facts around pregnancy including miscarriage • That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help) • How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing • About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment • How the use of alcohol and drugs can lead to risky sexual behaviour • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	<i>Include notes from discussions with parents and agreed actions taken.</i>