



Policy Name:	RELATIONSHIPS & SEX EDUCATION (RSE) POLICY
Policy Type:	Statutory
Issue Date:	25 th January 2026
Review Date:	Annually – 25 th January 2027
Approved by:	Local Governing Body
Policy Owner	Julie Tailby

Glossary of Acronyms and Abbreviations:

Relationships and Sex Education	(RSE)
Religion, Philosophy and Ethics	(RPE)
Personal, Social, Health, Economic and Careers Education	PSHEC)
Designated Safeguarding Lead	(DSL)

1. Aims

The aim of Relationship and Sex Education is to provide balanced factual information about human reproduction, together with consideration of the broader emotional, ethical, religious and moral dimensions of sexual health. Our programme aims to prepare students for an adult life in which they can:

- Develop positive values and a moral framework that will guide their decisions, judgements and behaviour.
- Provide a framework in which sensitive discussions can take place.
- Create a positive culture around issues of sexuality and relationships,
- Teach pupils the correct vocabulary to describe themselves and their bodies.
- Have the confidence and self-esteem to value themselves and others and have respect for individual conscience and the skills to judge what kind of relationship they want.
- Understand the consequences of their actions and behave responsibly within all relationships.
- Challenge sexism and prejudice and promote equality and diversity.
- Be aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary.
- Know how the law applies to sexual relationships.

As a secondary academy, we must provide RSE to all pupils under section 34 of the [Children and Social Work Act 2017](#).

In teaching RSE, we're 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](#).

We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)



- The Public Sector Equality Duty (PSED) (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

2. Policy development

We recognise the importance of consulting with other stakeholders when developing and reviewing the RSE policy.

This policy has been developed with students, staff, parents and carers.

3. Definition of Relationship and Sex Education (RSE)

Relationship and Sex Education (RSE) is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love, care and family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

4. Curriculum

We have developed the curriculum in consultation with parents and carers, pupils and staff and taking into account the age, and needs and feelings of our pupils. We will share all curriculum materials with parents and carers on request.

Organisation and Content of Relationship and Sex Education: Southfield School specifically delivers Relationship and Sex Education through its Religion, Philosophy and Ethics (RPE), Science lessons and its Personal, Social, Health, Economic and Careers Education (PSHEC) Programme delivered within Healthy Living lessons. RSE is also more widely covered in Be Ready and Form-time sessions. Students are aware of the sequencing of lessons within Healthy Living.

- a. Much of the Relationship and Sex Education takes place as part of our PSHEC programme and focuses on the emotional aspects of development and relationships, as well as learning about how students can keep themselves safe and manage risk.
- b. Staff in the Science department deliver the Science curriculum. These lessons are more concerned with the physical aspects of development and reproduction, although the importance of relationships is not forgotten.
- c. In RS students learn about the views of different religions towards RSE. The Healthy living department deliver the majority of RSE in time-tabled lessons across Key Stage 3 and 4.
- d. Any Relationship and Sex Education lesson may consider questions or issues that some students will find sensitive. Before embarking on these lessons, ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson.
- e. When students ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. 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.



5. Delivery

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships, including:

- Families
 - Respectful relationships, including friendships
 - Online safety and awareness
 - Being safe
 - Intimate and sexual relationships, including sexual health
- a. RSE complements several other curriculum subjects. Where appropriate, the school will look for opportunities to make links between the subjects and integrate teaching.
 - b. The RSE curriculum will be delivered by appropriately trained members of staff. Teachers will make sure that pupils understand the importance of equality and respect, and learn about the law relating to the protected characteristics, as set out in the Equality Act 2010, by the end of their secondary education.
 - c. The curriculum is designed to focus on pupils of all gender identities and expressions, and activities will be planned to make sure all are actively involved.
 - d. Throughout each year group we will use appropriate material to assist learning, such as: Diagrams, videos, books, games and discussion and practical activities.
 - e. Teachers will make sure that all pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the age of the pupils.
 - f. The programme will be designed to focus on boys as much as girls, and activities will be planned to make sure both are actively involved.
 - g. The school will make sure that all teaching and materials are appropriate for the ages and needs of the pupils including any additional needs, such as special educational needs and disabilities (SEND).
 - h. We may amend our curriculum content to respond to the needs and context of our pupils, to discuss issues affecting them in an age-appropriate manner. We will inform parents and carers of any deviation from our published policy in advance, and share any relevant materials on request.
 - i. These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (i.e. families can include single-parent families, same-sex parents, families headed by grandparents, adoptive parents and foster parents among other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children, young carers or kinship carers).
 - j. Across our school, we will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal activity, such as violent action against people, criminal damage to property or hate crime.



6. Use of resources:

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance.
- Would support pupils in applying their knowledge in different contexts and settings.
- Are age-appropriate, given the age and maturity of the pupils.
- Are evidence-based and contain robust facts and statistics.
- Fit into our curriculum plan.
- Are from credible sources.
- Are compatible with effective teaching approaches.
- Are sensitive to pupils' experiences and won't provoke distress.

We will make sure that when we consult parents/carers we provide examples of the resources that the school plans to use

7. Inclusion

- a. Ethnic and Cultural Groups. We intend our policy to be sensitive to the needs of different ethnic groups. We will respond to parental/carers requests and concerns.
- b. Students with SEND. We will ensure that all young people receive Relationship and Sex Education, and we will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary.
- c. 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 Relationship and Sex Education is relevant to them.



8. Use of external organisations and materials

We will make sure that an agency and any materials used are accurate, age and stage appropriate and unbiased and in line with our legal duties around political impartiality.

We will:

Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:

- Are age-appropriate.
- Are in line with pupils' developmental stage.
- Comply with this policy:
 - The [Teachers' Standards](#)
 - The [Equality Act 2010](#)
 - The [Human Rights Act 1998](#)
 - The [Education Act 1996](#)
 - Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses.
 - Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum.
 - Review any case-study materials and look for feedback from other people the agency has worked with.

Be clear on:

- What they're going to say.
- Their position on the issues to be discussed.
- Ask to see in advance any materials that the agency may use
Know the named individuals who will be there, and follow our usual safeguarding procedures for these people.
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers.
- Check the agency's protocol for taking pictures or using any personal data they might get from a session.
- Remind teachers that they can say "no" or, in extreme cases, stop a session.
- Make sure that the teacher is in the room during any sessions with external speakers
- Inform all external organisations that the school is legally obliged to share all content with parents and carers.
- Share all external materials with parents and carers
- We won't, under any circumstances: Work with external agencies that take or promote extreme political positions, use materials produced by such agencies, even if the material itself is not extreme.
- Work with agencies who don't allow their material to be shared with parents and carers.



9. Roles and responsibilities

6.1 The governing board

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

6.2 The headteacher

The headteacher is responsible for making sure that RSE is taught consistently across the school, for sharing all resources and materials with parents and carers, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE

6.3 Staff

Staff are responsible for:

- Delivering RSE in a way that is sensitive, high-quality and appropriate for each year group.
- Modelling positive attitudes to RSE.
- Monitoring progress.
- Responding to the needs of individual pupils.
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the [non-statutory/non-science] components of RSE
- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny, homophobia and stereotypes.
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the school's designated safeguarding lead (DSL – Mrs Julie Tailby)
- 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.

Key staff overseeing RSE

Mrs T Perkins (Head of Healthy Living)

Miss K Jolley (Form time lead)



10. Right of Withdrawal of Students from Relationship and Sex Education

- a. Parents/carers have the right to request to withdraw their child from the non-statutory/non-science components of sex education within RSE up to and until 3 terms before the pupil turns 16. After this point, if the pupil wishes to receive sex education rather than being withdrawn, the school will arrange this.
- b. Requests for withdrawal should be put in writing and addressed to the headteacher.
- c. A copy of any withdrawal requests will be placed in the pupil's educational record.
- d. The headteacher will discuss the request with parents/carers and take appropriate action and provide the parents/carers with their decision in writing.
- e. In exceptional circumstances, for example because of a safeguarding concern or a pupil's specific vulnerability, the headteacher can refuse a request to withdraw the pupil from sex education.
- f. Alternative schoolwork will be given to pupils who are withdrawn from sex education
- g. Monitoring arrangement. The delivery of RSE is monitored by J. Tailby and T. Perkins through: Learning walks, book reviews and student voice. Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

11. Relationship and Sex Education in Southfield School has three main elements: Attitudes and Values

- a. Learning the importance of values, individual conscience and moral choices.
- b. Learning the value of family life, stable and loving relationships (including friendships), and marriage.
- c. Learning about the nurture of children.
- d. Learning the value of respect, love and care.
- e. exploring, considering and understanding moral dilemmas.
- f. Developing critical thinking as part of decision-making.
- g. Challenging myths, misconceptions and false assumptions about normal behaviour.

12. Personal and Social Skills

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



13. Knowledge and Understanding

- a. Key concepts and laws relating to sex, relationships and young people.
- b. Enabling students to make informed choices about their own health and mental well-being.
- c. Learning and understanding physical development at appropriate stages; understanding human sexuality, reproduction, sexual health, emotions and relationships.
- d. Learning about contraception and the range of local and national sexual health advice, contraception and support services.
- e. Learning the reasons for delaying sexual activity, and the benefits to be gained from such delay.
- f. The avoidance of unplanned pregnancy.

12. Confidentiality

- a. A teacher approached by an individual student for specific advice on contraception or other aspects of sexual behaviour will, wherever possible, encourage the student to seek advice from their parents/carers and, if appropriate, from the relevant health service professional (e.g. the student's GP or the school nurse).
- b. Where circumstances are such as to lead the teacher to believe that the student has embarked upon or is contemplating a course of conduct which is likely to place them at moral or physical risk or in breach of the law, the teacher must ensure that the student is aware of the implications and is urged to seek advice as above.
- c. In such circumstances the teacher must inform the DSL, who will arrange for the student to be counselled, where appropriate, and, where the student is underage, for appropriate Safeguarding Services and/or the parents or carers to be made aware of the situation.