



**Kingsgrove
Learning Campus**

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Relationships and Sex Education (RSE) Policy

Drafted By

Mrs L Weaver

Date of Approval

September 2026

Approved By

Academy Councillors

Review Date

September 2027

Relationship and Sex Education (RSE) Policy

Rational and Ethos:

Relationships and Sex Education (RSE) is a lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings. RSE is a statutory requirement in schools.

Effective RSE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and well-being.

This updated policy aims to offer additional support on new issues not included within existing guidance; will provide advice which reflects updated legislation, including the Equality Act 2010 and the RSE Health Education Statutory guidance for September 2026.

At KSS we believe that personal development, PHSE and Relationship and Sex Education (RSE) should be set in the context of clear values, including the value of family life, marriage and of loving and stable relationships in bringing up children. It should teach children and young people to develop values, attitudes, personal and social skills, and increase their knowledge and understanding to make informed decisions and life choices. RSE is important to ensure that children grow up with the ability to enjoy the positive benefits of loving, rewarding and responsible relationships, to be informed, comfortable with the changes during puberty, sexually healthy and emotionally safe. We teach pupils to be digitally safe with e-safety and online behaviours being a vital message throughout school. We aim to provide details of where to get additional help and support should people require it.

At KSS we aim to achieve an effective Relationships and Sex Education programme through building on these partnerships and the continued professional development of staff. Enabling the delivery of a developmental, planned programme, that is integrated into the curriculum and delivered over an extended period.

Objectives:

At KSS our Relationships and Sex Education Programme seeks to:

- Deliver a broad and balance curriculum which is age appropriate and differentiated to the needs of the pupils including SEN, and any other disabilities that require a bespoke curriculum.
- Provide additional support if and when required and work with additional agencies to deliver the best education for our pupils.
- Present information in an objective, balanced and sensitive manner delivered in a wide variety of settings and mediums.
- Deliver an education which is inclusive of all groups across the curriculum (including LGBTQ+, BAME and those with disabilities) however, we are sensitive to religious beliefs.
- Encourage the development of social skills and strategies, (which will reduce the risk of exploitation, misunderstanding and abuse)
- Help pupils make informed, reasoned and responsible attitude
- To encourage an ethos of trust and openness where topics are freely discussed
- Ensure that all pupils are aware of the risks of certain behaviours
- To empower pupils to seek the help they may need

Legislation (statutory regulations and guidance):

We are required to teach relationships education/RSE as part of current curriculum statutory guidance on PSHE until August 31st, 2025. From September 1st, 2026 we follow the new guidance on teaching Relationships and Health Education as part of the mandatory statutory requirements. See current legislation compliance below:

- Education Act (1996) [Education Act 1996](#).
- Learning and Skills Act (2000) [Learning and Skills Act 2000](#)
- Education and Inspections Act (2006)
- Equality Act (2010) <https://www.gov.uk/guidance/equality-act-2010-guidance>
- Keeping Children Safe in Education – Statutory Safeguarding Guidance <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- Children and Social Work Act (2017) [Children and Social work act 2017](#).

Due to our structured and proactive curriculum, planning Relationships and Sex Education should empower the pupils at our school to:

- *Develop confidence in talking, listening, understanding and thinking about feelings, emotions and relationships*
- *Learn about the nature and importance of marriage and stable relationships for family life and bringing up children, and as key building blocks of community and society, and what this really means.*
- *RSE can assist and support parents in the difficult and changing role of education their children about relationships and sexual matters.*
- *Pupils will understand the benefits of healthy relationships to their mental wellbeing and self-respect. Through gaining the knowledge of what a healthy relationship is like, they will be empowered to identify when relationships are unhealthy. They will be taught that unhealthy relationships can have a lasting, negative impact on mental wellbeing.*
- *Pupils will be taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way. All pupils will recognise that the content is relevant to them and their developing sexuality.*
- *Sexual orientation and gender identity will be explored at a timely point and in a clear, sensitive and respectful manner.*
- *Pupils will be well informed about the full range of perspectives and, within the law, will be well equipped to make decisions for themselves about how to live their own lives, whilst respecting the right of others to make their own decisions and hold their own beliefs.*
- *Pupils will be taught about online influences and media literacy to be ready for the wider world.*
- *Pupils will be given the tools and advice on where to get help should they require it*

Safe and Effective Practice:

We will ensure a safe learning environment by following our school policies. Staff will be trained in relation to developing a safe learning environment including safeguarding training, dealing with sensitive issues, issues around confidentiality, agreed ground rules shaped by students and using distancing techniques with students. All students will be given the opportunity to raise questions anonymously should they so wish. All staff will be supported by pre-prepared resources, training in the delivery of resources, supported by personal development staff and staff voice / support sessions.

Teaching staff will endeavour to answer questions as openly as possible but if faced with a question they do not feel comfortable answering within the classroom additional provision would be made to meet the individual child/young person's needs.

When teaching about gender issues, sexual normality or abuse, it must be recognised that young people may be discovering or understanding their sexual orientation or gender identity. There will be an equal opportunity to

explore the features of stable and healthy same-sex relationships. This will be integrated appropriately into the RSE programme, rather than addressed separately or in only one lesson.

It is recognised that there will be a range of opinions regarding RSE. The starting principle when teaching each of these will be that the applicable law will be taught in a factual way so that pupils are clear on their rights and responsibilities as citizens.

Safeguarding:

All staff will be trained in safeguarding. Teachers are aware that effective RSE which brings an understanding of what is and what is not appropriate in a relationship can lead to a disclosure of a child protection issue. In this situation staff should follow internal safeguarding policies including informing one of the safeguarding leads. Prior to teaching, teachers will consult with the designated safeguarding lead to ensure that issues can be addressed prior to the teaching of the subject and appropriate differentiation can be made.

Occasionally, appropriate and suitably experienced and/or knowledgeable visitors (such as school nursing team) from outside school may be invited to contribute to the delivery of RSE in school.

There may be times when a child wishes to confide in a teacher. It is the school policy that information may need to be passed on to the safeguarding team or the pastoral team. In some instances, Mr. Frost the headmaster will also be informed... if there is a risk of harm to the child. Children are informed that teachers cannot guarantee absolute confidentiality. The Headteacher or safeguarding lead will decide what action to take to protect the best interest of the child, enabling action to be taken by other professionals if deemed necessary.

The school is committed to working towards equality, promoting positive approaches to difference, and fostering respect for people of all cultural and social backgrounds whatever their age, sexuality, faith, ethnicity, gender, disability or additional educational need. Developing positive relationships between pupils of all backgrounds is an essential aspect of the work of the school. We will ensure that all young people receive Relationships and Sex education, and we will offer provision appropriate to the particular needs of all our students. We will respond to parental requests and concerns and will take specialist advice where necessary.

New Terminology and Statutory Requirements:

Key aspects of the law relating to sex which will be taught include the age of consent, what consent is and is not, the definitions and recognition of rape, sexual assault and harassment, and choices permitted by the law around pregnancy.

Grooming, sexual exploitation and domestic abuse, including coercive and controlling behaviour, will be addressed sensitively and clearly. Endon High will address the physical and emotional damage caused by female genital mutilation (FGM). Our pupils will also be taught where to find support and that it is a criminal offence to perform or assist in the performance of FGM or fail to protect a person for whom you are responsible from FGM. As

well as addressing this in the context of the law, our pupils may also need support to recognise when relationships (including family relationships) are unhealthy or abusive (including the unacceptability of neglect, emotional, sexual and physical abuse and violence, including honour-based violence, forced marriage, strangulation) and strategies to manage this or access support for oneself or others at risk. We will be mindful that for our pupils who are or have experienced unhealthy or unsafe relationships at home or socially, we may have a particularly important role in being a place of consistency and safety where they can easily speak to trusted adults, report problems and find support. All delivery will be age appropriate and developmentally appropriate following national guidance (DfE and PSHE association).

Engaging Stakeholders

The school recognises that the parents are key figures in helping their children to cope with the emotional and physical aspects of growing up and therefore have more responsibility in preparing them for challenges and responsibilities which sexual maturity brings. Parents are encouraged to support the school's RSE and have access to this policy in line with proposed government statutory guidance.

Parents are key partners in supporting the school to:

- Maintaining the culture and ethos of the family
- Teaching their children about Relationships and Sex
- Helping their children cope with the emotional and physical aspects of growing up
- Preparing them for the challenges and responsibilities that sexual maturity brings
- Identifying issues
- Communicating with the school
- Seeking support where appropriate

As part of the RSE curriculum we will support our parents to:

- Help children to learn the correct names of the body
- Talking with their children about feelings and relationships
- Allow a point of contact (Mr. Jessup) with any safeguarding concerns.)

Student voice in determining curriculum:

Throughout RSE lessons, students will have the opportunity to review and reflect upon their own ideas and opinions. These views will not necessarily be written down to ensure inclusion of all students.

Pupils will be given the opportunity to voice concerns that they may have over the modern world and the implications in relation to this concerning relationships and modern technology. The curriculum will reflect and be adapted where relevant to ensure concerns raised can be addressed as when and they voice concerns. Students will be able to voice opinions on resources/ external agencies used and whether, on reflection and where applicable, the curriculum addressed their needs during previous years.

Right to remove:

Parents and carers have the right to request that their child is withdrawn from some or all of the sex education delivered as part of statutory Relationships and Sex Education (RSE).

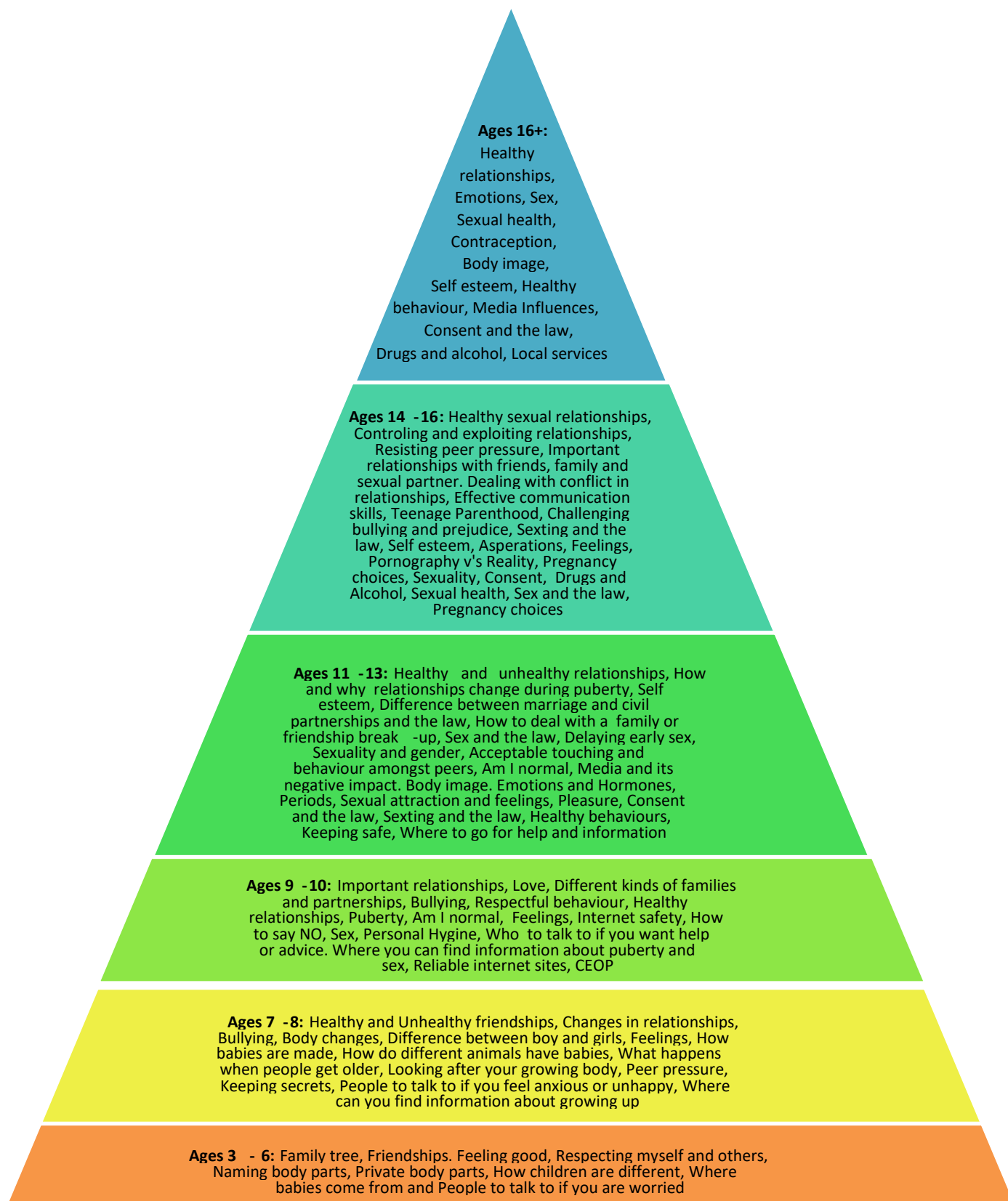
Parents and carers do not have the right to withdraw their child from Relationships Education or Health Education. Pupils also cannot be withdrawn from content taught as part of the statutory Science curriculum, including relevant aspects of puberty and sexual reproduction.

Any parent or carer wishing to request withdrawal should contact the Headteacher. Before a request is granted, the school will discuss the request with the parent or carer and, where appropriate, the pupil. This discussion will provide an opportunity to clarify the nature and purpose of the curriculum, identify which elements of RSE the request relates to, and consider the potential educational, social and emotional implications of withdrawal. Except in exceptional circumstances, the school will respect a parent or carer's request to withdraw their child from sex education up to three terms before the pupil turns 16. From this point, if the pupil wishes to receive sex education, they may choose to opt back in and the school will make appropriate arrangements for them to receive this education.

Where a pupil is withdrawn from sex education, the school will ensure that they receive appropriate and purposeful education during the period of withdrawal.

The school will keep an appropriate record of requests for withdrawal and any discussions or decisions arising from them.

The **Academy Council** is responsible for formally approving this policy. Once approved, the Headteacher holds responsibility for its consistent implementation across the school. The policy will be reviewed **every two years**, or earlier if significant national guidance changes or local needs require it. Each review will include consultation with stakeholders and will be submitted to the Academy Council for approval.



Appendix B – Curriculum Map

The curriculum map below shows where each topic is taught in each year group.

NB: This is being updated to comply with the 2025 RSE Guidance

Topic	Pupils Should Know	Y7	Y8	Y9	Y10	Y11
Families	• that there are different types of committed, stable relationships.	1				
	• how these relationships might contribute to human happiness and their importance for bringing up children.			1		
	• 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.		1			
	• why marriage is an important relationship choice for many couples and why it must be freely entered into.				1	
	• the characteristics and legal status of other types of long-term relationships.				1	
	• the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.			1		
	• 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, reporting concerns about others, if needed.	1	1	1	1	1
Respectful relationships, including friendships	• 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.	1				
	• 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).			1		
	• 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 including people in authority			1		
	• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.		1			
	• that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.				1	1
	• what constitutes sexual harassment and sexual violence and why these are always unacceptable.				1	1
	• 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.			1	1	1

Online & Media	• their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.	1				
	• 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.		1	1	1	1
	• not to provide material to others that they would not want shared further and not to share personal material which is sent to them.	1	1			
	• what to do and where to get support to report material or manage issues online.	1	1			
	• the impact of viewing harmful content.			1	1	1
	• 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.			1	1	1
	• that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.			1	1	1
	• how information and data is generated, collected, shared and used online.		1	1	1	1
Being Safe	• 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.			1	1	1
	• 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).				1	1
Intimate and sexual relationships, including sexual health	• 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.		1	1	1	1
	• 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.		1	1		
	• the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.			1	1	1
	• that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.			1	1	1
	• that they have a choice to delay sex or to enjoy intimacy without sex.			1	1	1
	• the facts about the full range of contraceptive choices, efficacy and options available.			1	1	1
	• the facts around pregnancy including miscarriage.			1	1	1

	• 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).			1	1	1
	• 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.			1	1	1
	• about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.			1	1	1
	• how the use of alcohol and drugs can lead to risky sexual behaviour.			1	1	1
	• how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.	1	1	1	1	1
Changing adolescent body	• key facts about puberty, the changing adolescent body and menstrual wellbeing.	1	1			
	• the main changes which take place in males and females, and the implications for emotional and physical health.	1	1			

Appendix C

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	