



Twyford
C of E
Academies Trust

Document Title	Relationships and Sex Education Policy
Committee Responsible for Policy	Board of Directors (in consultation with Student Committees)
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Policy Author	CEO

This policy has been developed in line with the requirements of:

[Keeping children safe in education 2025](#)

Working together to safeguard children (2026)

[Working together to safeguard children 2026: a guide to multi-agency working to help, protect and promote the welfare of children](#)

Relationships Education, Relationships and Sex Education (RSE) and Health Education, July 2025

https://assets.publishing.service.gov.uk/media/6970e7e67e827090d02d42e0/Relationships_education_relationships_and_sex_education_RSE_and_health_education_for_intro_1_September_2026_.pdf

Assessment of the Impact of a Policy on Equality & Diversity

Policy: Relationship and Sex Education Policy			
Impact assessed by: Alice Hudson		Date:	
<p>1. What is the potential for this policy impacting a person or group with a protected characteristic differently (favourably or unfavourably) from everyone else?</p> <p>A child with a protected characteristic may be more vulnerable to discrimination if the SRE policy is ineffective. Children with SEND are statistically more likely to be the victim of sexual assault. This could be further exacerbated if the SRE policy is ineffective.</p>			
<p>2. How would this be evidenced? Through monitoring and complaints.</p>			
<p>3. What is the impact of the policy and latest changes on people with protected characteristics? * Positive/Negative/Neutral</p>			
Protected Characteristic	Impact before change*	Impact after change*	Comments
Age	Neutral	Neutral	
Disability	Neutral	Neutral	
Gender Reassignment	Neutral	Neutral	
Marriage and civil partnership	Neutral	Neutral	
Pregnancy and maternity	Neutral	Neutral	
Race	Neutral	Neutral	
Religion or belief	Neutral	Neutral	
Sex	Neutral	Neutral	
Sexual orientation	Neutral	Neutral	
<p>8. Policies are required to reduce or eliminate inequality and disadvantage and promote diversity. Does this assessment indicate that the Policy passes or fails this test? PASS</p>			

Relationships and Sex Education (RSE) Policy

1 Background

Twyford Church of England Academies Trust is an Anglican multi-academy trust whose students aged 11-19 are drawn from a range of different local authorities and from a large number of different Primary Schools (as relates to KS3 intake) and High Schools outside the Trust (as relates to KS5 intake). A significant percentage of students come from areas of social deprivation and are classified as Pupil Premium. Trust schools draw their intake from all six major world faiths (Christian, Muslim, Hindu, Sikh, Buddhist & Jewish). The school populations are ethnically diverse and include an above average percentage of pupils with an EHCP.

Trust schools share the same ethos – the 10:10 ethic – based on the Gospel of John chapter 10 verse 10 - *'I have come that you might have life and have it to the full'*. Each school also has a distinctive character of its own and governors play a significant role within the school community.

This policy has been produced in consultation with governors, the chaplaincy team, parents, students, Heads of Year, Heads of Departments and representatives from school health. It also draws on advice from the National Society (a Church of England foundation dating from 1811), The Local Authority and the Department for Education. The framework followed in Twyford Trust schools is based upon the Statutory Guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education (June 2025) and informed by the PSHE Association programme of study, as well as by the PSHE Association's guidance on delivering PSHE education for pupils with SEND.

2 Definition and Context

The following policy refers to Relationships and Sex Education at Twyford Trust Schools. We define Relationships and Sex Education (RSE) as learning about families, respectful relationships, including friendships, online and media, and being safe and informed in intimate and sexual relationships. It is about the emotional, social and cultural development of pupils and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

The statutory guidance from the Department for Education is issued under Section 80 of the Education Act 2002 and Section 403 of the Education Act 1996 and outlines what schools should do as well as setting out the legal duties with which schools must comply when teaching Relationships Education, Relationships and Sex Education (RSE) and Health Education.

The teaching offered by schools should be seen as complementary and supportive to the role of parents. In an attempt to achieve this, the 1988 Education Reform Act states that all students should be offered the opportunity of receiving a comprehensive, well-planned programme of RSE during their school careers through a curriculum which:

- a) Promotes the spiritual, moral, cultural, mental and physical development of pupils at school and of society; and
- b) Prepares such pupils for the opportunities, responsibilities and experiences of adult life.

It is recognised that RSE is a sensitive issue which will require particular thought and consideration from schools and teachers in delivery and support. RSE is acknowledged at the Twyford Trust to be an area of great importance in supporting the further development of students into responsible and constructive citizens.

The RSE delivered should be tailored not only to the age, but also to the understanding of the students. At Twyford Trust, with its Christian value-system, RSE will not be value-free, although it will aim to present facts in an objective, balanced and sensitive manner.

In teaching, students will be made aware of the difference between fact, opinion and religious belief. It will be set within a clear framework of values and an awareness of the law regarding sexual behaviour. Students will be encouraged to appreciate the value of a stable family life through a consideration of the qualities of, and relationships between family members with an emphasis on respect, care and support, marriage and the responsibilities of parenthood. Such matters will be treated with sensitivity and great care will be taken to encourage all students to feel a sense of worth. RSE is not about the promotion of sexual activity, rather it is an exploration of human and social diversity, and a fostering of self-worth whilst recognising, accepting and respecting differences. Relationships and Sex Education provides an excellent forum to foster life-skills that will enable pupils to make informed decisions and protect themselves against harmful and exploitative situations. RSE is therefore a tool to safeguard children. The Relationships and Sex Education Policy is also sensitive to the established morals and values framework of all the major world religions and philosophies. The RSE Policy is complimentary with the SMSC policy.

Many of the requirements in the statutory guidance refer to ‘managing’ or ‘responding to’ challenging situations. By these terms we mean a variety of strategies which, depending on the context, might include: being able to identify risks or warning signs; resisting internal or external pressures; making informed decisions; exit strategies for unsafe situations; and knowing whom, how and when to ask for help, including reporting concerns. The terms ‘managing’ and ‘responding to’ should not be interpreted as suggesting that children and young people are responsible for the risks they encounter. Therefore, whilst teachers endeavour to equip pupils with the knowledge and skills to help keep themselves and others safe, language and activities should never imply that blame or responsibility rests with anyone who has experienced, or is at risk of experiencing, harm.

3 RSE and Ofsted

The 2025 Ofsted Toolkit highlights the importance of RSE, particularly under ‘personal development and wellbeing’. The standards, and associated descriptors, for personal development & wellbeing focus on the dimensions of the personal development of pupils that our education system has agreed, either by consensus or statute, are the most significant. These include:

- learning how to manage their own emotions and resolve conflict with others
- preparing effectively for adulthood and life in modern Britain
- developing their understanding of the protected characteristics and the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect for and tolerance of those with different faiths and belief
- recognising online and offline risks to their well-being, such as the dangers of sharing personal information and the impact of viewing harmful content online, and risks related to criminal and sexual exploitation, domestic abuse, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism
- knowing how to keep themselves safe and healthy, including how to look after their mental health and how to maintain an active lifestyle

- developing an age-appropriate understanding of healthy relationships

4 Aims and Objectives

RSE is part of the process of growing up for every child. An individual develops an acceptance of her/him/themself in physical, mental, spiritual and sexual aspects. RSE forms part of our religious value system, incorporating the value of the individual, family and the community. RSE is lifelong learning about physical, moral & emotional development. The aim of this policy is to enable the effective planning, delivery and assessment of Relationships Education.

The National Society report (2003) comments: “Sex is not only a given fact of human existence but, in Christian belief, a gift of God as part of creation. It is important that, as they grow up, children come to an understanding of their own bodies, instincts, and feelings. In this way they will be prepared for the opportunities, joys and responsibilities of healthy and stable relationships. The Church school can make a distinctive and unique contribution to RSE by placing it within a Christian context of love, faithfulness and forgiveness.”

We wish to encourage all students to:-

- Develop positive values and a moral framework that will guide student judgements, decisions and behaviour.
- Understand what a positive relationship looks like.
- Understand the consequences of their actions and behave responsibly within sexual and pastoral relationships.
- Have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge the kind of relationships they want.
- Communicate effectively, particularly as regards consent.
- Be aware of their sexuality and understand differences in human sexuality (e.g. heterosexual, lesbian, gay, bisexual, transsexual and trans-gender).
- Understand the arguments for delaying sexual activity and the reasons for having protected sex.
- Have sufficient information and skills to protect themselves offline and online and be aware of the implication of sexting, pornography, AI and online grooming.
- Have sufficient information and skills to protect themselves and, where they have one, their partner from unwanted conceptions and sexually transmitted infections, including HIV.
- Avoid being exploited or exploiting others and being pressured into unwanted or unprotected sex.
- Access confidential sexual health advice, support and, if necessary, treatment.
- Know how the law applies to sexual relationships.

5 Policy development

This policy has been developed in consultation with staff, pupils and parents. The steps taken to review the policy are as follows:

1. A working party of staff meet to discuss and agree what should be included in the policy, including - but not exclusively - with reference to the most up-to-date statutory guidance, and determine any additional support needed to enhance the delivery of RSE.
2. Senior staff, including senior pastoral staff, review the existing RSE/PSHE policy, taking the views of the working party into account.
3. Pastoral staff are sent the draft policy and invited to comment on the policy and make suggestions/amendments.
4. Parents are informed that the school has updated the policy and resources ready for curriculum change. The policy is made available via copia for parents to look at and ask any question or seek clarification.
5. We consult with pupils via the Health Related Behaviour Survey. The results of this survey are used to inform the policy and inform the delivery of RSE in our school. The student council is also used as a focus group so that pupils can feed into the content of the policy.
6. Governors are consulted on this policy via a governing body meeting. All governors are sent the draft policy in advance of the staff meeting and then invited to comment on the policy and make suggestions/amendments.

The Department for Education and Ofsted have clearly outlined aspects of RSE that are statutory in all high schools, therefore some recommendations or comments made during the consultation process may not be reflected in the final policy as our school has to ensure we are meeting statutory guidelines.

6 Delivery of RSE: Content, delivery and training

6.1 How is RSE delivered?

RSE is delivered primarily through pastoral workshops (appendix A), the pastoral curriculum in tutor time and assemblies, and curriculum lessons such as RE, Science, Computing and History. Many of the issues, by their very nature, have cross-curricular dimensions. The diverse staffing and variety of experience contained within the teaching body is seen as a valuable resource in delivering a comprehensive RSE. All lessons are carefully pre-planned and materials reviewed and monitored. Support and training is offered to teachers to allow them to deliver the programme sensitively and effectively. Techniques involve use of videos and other teaching materials and, where relevant, the use of outside speakers. Any outside speakers will be aware of and deliver material in accordance with the school's RSE policy.

RSE is usually delivered in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups.

It is essential that the RSE is delivered in a safe, secure and supportive learning environment. Clear ground rules covering confidentiality, right to privacy and respect and boundaries will be established and adhered to in lessons where RSE is being taught.

The following are protocols teachers follow for discussion during RSE sessions ('Ground Rules')

- We will always respect everyone in the group
- We will be sensitive to everyone's different backgrounds, needs and experiences.
- We will keep everything that is discussed during the lesson confidential.

- We will keep people's names out of our discussions.
- We think carefully before we speak about how our words might affect others.
- We know that there are no wrong answers – everyone is here to learn.
- We know that we don't have to answer or discuss things we don't want to.
- We know that this lesson is a safe space, free from violence – physical or verbal.
- We will treat others as we wish to be treated.

Clear language will be used to avoid misunderstandings, prejudice and assumptions about students' abilities, aspirations, background and experiences.

Staff are aware that views around RSE related issues are varied. However, while personal views are respected, all RSE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have a different opinion.

Both formal and informal RSE questions arising from pupils are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Safeguarding team if they are concerned.

The SLT Pastoral and SMSC leads in each school monitor the implementation of RSE. This monitoring is done through lesson observations, pupil conferencing sessions and tutor focus groups. The impact of RSE/PSHE education is assessed and evaluated through pupil feedback and self-evaluation portfolios.

6.2 Content

RSE focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

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

The above points are covered in an age-appropriate way from Year 7 to Year 13. The content of workshops is available on each school's website and in the appendices of this policy. 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, LGBTQ+ 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).

6.3 Training

Staff are trained on the delivery of RSE and it is included in our continuing professional development calendar. The head teacher may also invite visitors from outside the school, such as school nurses or the health improvement team, to provide support and training to staff teaching RSE.

In addition to the ground rules for discussion, staff are trained on the following:

- No one (teacher or pupil) will have to answer a personal question
- No one will be forced to take part in a discussion
- Pupils can use post-it notes to ask questions if preferred
- Teachers may use their discretion in responding to questions and may say (for example):
 - *The appropriate person to answer that question is your parent*
 - *The question can be discussed with the DSL*
 - *The topic will be covered at a later stage in your Relationships Education*

7 Safeguarding, Advice and Confidentiality

RSE can raise issues of a sensitive nature and provides a context where a student may feel able to discuss issues from their personal life. Issues could be raised which cause the teaching staff to be concerned for the safety or health of the student e.g. a safeguarding concern (for example – unplanned pregnancy or unsafe or illegal sexual behaviour).

Whilst teachers can present clear factual information within a framework of values and an awareness of the law, they may NOT offer students 1:1 advice on contraception or sexual behaviour, or issues relating to child protection. This is for the professional protection of adults as well as the safeguarding of children. Every workshop will however include a list of professional external organisations which pupils can turn to.

No member of staff may promise unconditional confidentiality to students since there are certain issues e.g. safeguarding concerns that must be referred to the appropriate senior member of staff in accordance with existing Safeguarding Policy procedures. These state that if a student asks to speak to you “in confidence”, you must respond that you are happy to listen but the student must realise that there are certain things that you are obliged by law to pass on to one of the school’s Safeguarding Team.

Although the legal age of consent is 16 years old, there are young people who are sexually active under the age of 16. Procedures are in place for staff to follow if they discover that a child is sexually active, including signposting support services and health professionals. Health professionals are bound by their own professional codes to maintain confidentiality. However, when working in a classroom situation, they are also bound by relevant Trust policies. They must protect privacy in a classroom setting, by negotiating ground rules and using distancing techniques such as role play and issue-based discussion. Outside the teaching situation, school nurses can give one-to-one advice and information to a student on health-related matters including contraception. All measures taken would be in accordance with Trust safeguarding policy to ensure the safety and well-being of our students.

With respect to child abuse and protection procedures, staff will follow the school’s child protection policy.

Staff are also aware of the following documents from the Department for Education:

‘Keeping children safe in education’- statutory guidance for schools and colleges (updated annually)

[Keeping children safe in education 2025](#)

Working together to safeguard children (2026)

[Working together to safeguard children 2026: a guide to multi-agency working to help, protect and promote the welfare of children](#)

8 Equal Opportunities

Twyford Trust schools believe that RSE should meet the needs of all pupils. All staff are expected to give every pupil the chance to experience, participate and achieve the understanding of Relationships and Sex Education. Equal time and provision will be allocated for all groups but there may be occasions where children with special educational needs and Disabilities (SEND) are given extra support, for example through being taught in smaller group setting with specialist SEND staff.

The planning and organising of teaching strategies will be consistently reviewed e.g. through lesson observations to ensure that:

- No pupil is disadvantaged.
- The timing of the programme takes into consideration the specific needs of students as they go through puberty.
- Certain topics can be taught in same gender classes.
- Any safeguarding concerns raised during the sessions can be flagged and dealt with according to the school's safeguarding policy.

9 Statutory Requirements

Schools are required to comply with relevant requirements of the Equality Act 2010. Further guidance is available for schools in The Equality Act 2010 and school's advice. The DfE guidance states that schools should pay particular attention to the Public Sector Equality Duty (PSED). The provision, particularly through the PSHE workshops programme, has been audited against the Relationships Education, Relationships and Sex Education (RSE) and Health Education, July 2025 and the Citizenship programmes of study: key stages 3 and 4 (2013) to ensure full coverage of statutory content.

Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). Schools must also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for these subjects.

As a secondary school, we must provide RSE to all pupils as per section 34 of the Children and Social work act 2017. 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. At Twyford Trust schools we teach RSE as set out in this policy.

10 Partnership with Parents

The school views parents as partners in the delivery of Relationships Education. Parents will be informed about the RSE programme at the start of the academic year (during year ahead evenings), as part of information provided on what their children will be learning. This will include sharing with parents the content of any workshops which the school may be running.

The school will liaise with parents through:

- School website
- Letters/emails
- Meet the Tutor review sessions

- Year Ahead Evenings

This policy will be available on the school website for parents to view.

10.1 Right to withdraw

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.

Requests for withdrawal should be put in writing and addressed to the SLT pastoral lead.

A copy of withdrawal requests will be placed in the pupil's educational record. The SLT pastoral lead will discuss the request with parents and take appropriate action. Parents may be requested to meet to discuss their request, materials from workshops may be shared and clarification given on what aspects parents can and cannot withdraw their children from.

In the event of a child being withdrawn from a lesson, that child must stay in school and will be assigned to another class to carry on with school work until that specific lesson is over.

11 Roles and responsibilities

The Governing Board

The governing board will hold the Associate Headteacher/ Headteacher to account for the implementation of this policy.

The Trust SMSC lead, SLT pastoral and SMSC leads

The Trust SMSC lead, along with SLT pastoral and SMSC leads, is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE.

Staff

Staff are responsible for:

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

Staff do not have the right to opt out of teaching Relationships Education. Staff who have concerns about teaching RSE are encouraged to discuss this with the Associate Headteacher/ Headteacher.

Pupils

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

Appendix

Appendix A

Pastoral Workshops

	CIAG/Citizenship (living in the wider world)
	Relationships and Sex Education
	Health and Wellbeing Education

Workshops Programme Y7-11*		
Year 7	Respectful relationships (bullying)	A. Why does someone bully? Reactions to bullying B. Cyberbullying C. Friendships
	Effective learning	A. Managing exam stress B. R&R strategies 1 C. R&R strategies 2
	Online safety	A. Think before you post B. Staying safe online C. Personal data
	Responsible Citizens	A. Protected characteristics B. Fighting discrimination: racism & religion C. Fighting discrimination: sexuality & gender identity
	Self-Care	A. First Aid, including water safety B. Hygiene C. Global Health Challenges (incl. FGM)
	Considering My Future As An Adult	A. Careers B. Politics C. The justice system
Year 8	Sexting and Social Media	A. Sexting B. Social media C. Online 'literacy'
	Mental Health	A. Stress B. Depression C. Unhealthy coping strategies
	Understanding Addiction	A. Alcohol B. Drugs C. Gambling
	Families and relationships	A. Successful families B. The law around marriage C. Managing online relationships
	Global Citizenship and Democracy	A. Volunteering and charity work B. Global politics C. Democracy
	Self Esteem (gender split)	A. Eating disorders B. Gendered Self Image C. Body Image
Year 9	Online Safety and Media	A. Media and relationships

	Awareness	B. Pornography C. Gaming
	Conflict and Loss	A. Knife and gun crime B. Domestic violence C. Loss
	Healthy Relationships	A. Dangerous influences online B. Trust and mistrust online C. Personal safety
	Safety and awareness	A. Successful families B. The law around marriage C. Managing online relationships
	Dangers of Addiction	A. Emergency first aid B. Alcohol C. Drugs
	Careers	A. Changing patterns of employment B. Workplace discrimination C. Understanding different post-16 pathways
Year 10	Health, including sexual health	A. Intimate relationships B. STDs C. Self-care
	Mental Health: Self Image	A. Eating disorders B. Cosmetic and aesthetic procedures C. Gender-identity
	Safer Sex	A. Safe sex, consent & contraception B. Pornography C. Fertility and pregnancy
	Health for life	A. General health B. Taking care of your own health C. Coping with illness and understanding the healthcare system
	Finance: budgeting and bank accounts	A. Bank accounts B. Budgeting and saving C. Money at work
	Healthy attitudes and practices around sex	A. Healthy sexual relationships B. Menstruation C. Misogyny
Year 11	Safer Sex	A. The law and sex B. Sex and the media C. Safe sex – contraception revisited
	Politics	A. UK democratic systems B. Human rights C. Making a difference
	Finance: preparing for the future	A. How to rent a home B. University student loans C. Understanding debt

*Workshops are also delivered at KS5 in schools with post-16 provision – please see individual school websites for information about the themes and schedule