



THE WESTLEIGH SCHOOL
Aspiring & Achieving Together



Personal Development, Relationships and Sex Education Policy (RSE)

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Personal Development, Relationships and Sex Education

1. Aims of the policy

At The Westleigh School, we are committed to providing a comprehensive and inclusive Relationships and Sex Education (RSE) curriculum that equips students with the knowledge, skills, and values to lead healthy, respectful, and fulfilling lives. Our approach is rooted in our core values of Ready, Respectful, Safe, and is integral to our Personal Development programme.

Our school motto, **"Aspiring and Achieving Together,"** reflects our shared vision of fostering high expectations and a close-knit, family ethos throughout the school. We are dedicated to removing any barriers faced by our students, enabling them to thrive academically and personally. This ethos underpins our commitment to providing an RSE curriculum that is not only informative but also empowering, promoting the holistic development of every student.

At The Westleigh School, our Relationships and Sex Education (RSE) curriculum is designed to provide students with the knowledge, skills, and values necessary to lead healthy, respectful, and fulfilling lives. We aim to promote the British Values of democracy, tolerance, mutual respect, rule of law, and liberty. Through our RSE programme, we foster an understanding of diverse family structures and relationships, equipping students with the knowledge to make informed decisions about their health and well-being. Additionally, we focus on developing emotional resilience and self-worth, preparing students for life and work in modern Britain.

2. Statutory Framework

As a secondary academy 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 The Westleigh School we teach RSE as set out in this policy.

This policy is informed by the following statutory guidance:

- Relationships Education, Relationships and Sex Education (RSE) updated 2025 guidance, and Health Education (effective from 2026) Department for Education.
- Keeping Children Safe in Education (2024) – Department for Education
- The Equality Act 2010 – UK Government

3. Policy Development

This policy has been developed in consultation with staff, students and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Student consultation – we investigated what exactly students want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

Relationships, Sex and Health Education (RSHE) support the emotional, social and cultural development of students. It enables them to learn about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity in an age-appropriate and sensitive way. While biological knowledge and understanding of human reproduction are important, RSHE places equal emphasis on developing attitudes and values, personal and social skills, respect for self and others, recognising healthy and unhealthy relationships, and making informed decisions.

RSHE supports students to understand the physical, emotional, social, moral and legal dimensions of human sexuality. It includes factual teaching about sexual health while also encouraging pupils to develop the confidence and resilience needed to manage everyday situations and challenges.

This area of the curriculum is essential because all students are entitled to learning that helps them live safe, healthy and fulfilling lives. High-quality RSHE contributes to safeguarding children and young people by equipping them with knowledge and strategies to recognise risk, seek help and protect themselves. The programme draws on national priorities, local needs and insights from pastoral support systems, as well as recent research from organisations such as the NSPCC.

At Key Stages 3 and 4, aspects of RSHE are statutory. Students learn about sexual health, fertility management and the prevention of sexually transmitted infections, alongside the wider context of consent, respect and healthy relationships.

It is particularly important to address relationships and sex education during adolescence, when young people may be more vulnerable to exploitation, peer pressure and unhealthy relationship dynamics. Research into child sexual exploitation and teenage relationship abuse highlights the importance of early and preventative education.

RSHE is **not** about promoting sexual activity. It is about providing students with the knowledge, skills and values to make positive, respectful and safe choices, now and in the future.

5. The Westleigh Pledge

Personal Development at The Westleigh School is driven through the Westleigh Pledge and the personal development curriculum.

The Westleigh pledge is our commitment to students to engage in a wide variety of activities and experiences that enriches student's educational experiences throughout their time at The Westleigh School and embedding our core values of Ready, Respectful and Safe. The Pledge consists of:

5.1 Careers

The Westleigh School's Careers Education, Information, Advice & Guidance (CEIAG) policy aims to empower students to take ownership of their future careers using Unifrog as a platform to achieve this. Through a structured programme, students explore various pathways, develop essential skills, and receive guidance to make informed decisions. The initiative promotes equal opportunities, challenges stereotypes, and ensures that all students, including those with special educational needs, have access to the resources and support necessary for success beyond post-16 education

5.2 Leadership

Leadership development at The Westleigh School is embedded within the curriculum and extracurricular activities. Students are encouraged to take on roles such as form (Edge) representatives and sports captains, fostering skills in communication, responsibility, and teamwork. These opportunities not only enhance personal growth but also contribute to a positive school culture where students are prepared to lead with confidence and integrity and form part of the student council.

5.3 Community

Community engagement is a cornerstone of The Westleigh School's ethos, encapsulated in the motto "Aspiring and Achieving Together." The school fosters a close-knit community where students are encouraged to contribute positively to school life and the wider society. Through various initiatives and a strong partnership with families and local organizations, students develop a sense of belonging and responsibility, preparing them to be active and engaged citizens.

Collectively, these elements of the Westleigh Pledge work together to support the personal development of students, equipping them with the knowledge, skills, and values necessary to navigate and succeed in an ever-changing world

5.4 Enrichment

Enrichment activities at The Westleigh School are varied and are designed to introduce students to new experiences, develop personal skills, build confidence, and complement learning. The school values all students as individuals, offering a breadth and depth of enrichment opportunities to meet each individual's unique interests, needs, and abilities. These activities include events such as Diversity Week, Feel Good Fridays, Christmas Dinners and other charity fundraising events. Additionally, there are after-school and lunch clubs that provide further opportunities for students to engage and develop outside the classroom.

5.5. Form/Curriculum provision

Form time at The Westleigh School is an integral part of our daily routine, providing students with a consistent structure to start their day. During this time, students engage in activities that promote personal development, such as goal setting, reflection, and discussions on various topics related to personal and social growth. Form tutors play a crucial role in supporting students' well-being and academic progress, fostering a sense of belonging and community within the school.

The Westleigh School offers a broad and balanced curriculum that encompasses a wide range of subjects, including English, Mathematics, Science, Humanities, Languages, and the Arts. Each subject area is designed to develop students' knowledge, skills, and understanding, preparing them for future academic and career pathways. The curriculum is regularly reviewed and updated to ensure it meets the needs of all students and reflects the changing demands of society and the workplace.

Collectively, these elements of the Westleigh Pledge work together to support the personal development of students, equipping them with the knowledge, skills, and values necessary to navigate and succeed in an ever-changing world.

6. Personal Development Form time programme

At The Westleigh School, the Personal Development (PD) programme is a cornerstone of the curriculum, designed to nurture students into responsible, resilient, and well-rounded individuals. This approach ensures that students not only acquire essential knowledge but also develop the skills and attributes necessary to navigate the complexities of modern society.

To enrich the Personal Development programme, students at The Westleigh School actively participate in a variety of activities beyond the classroom:

- **Assemblies and Guest Speakers:** Regular assemblies and guest speaker sessions provide students with opportunities to engage with external experts and role models. These sessions cover a range of topics, including mental health, careers, and personal development, offering students diverse perspectives and insights.

- **Enrichment Activities:** The school offers a broad spectrum of enrichment activities designed to introduce students to new experiences, develop personal skills, build confidence, and complement learning. These activities include clubs, workshops, and community projects that cater to a wide range of interests and talents.
- **Curriculum Enrichment Weeks/Days:** Throughout the year, The Westleigh School organises enrichment weeks focused on various themes such as PSHE events, Anti-Bullying Week, Earth Science Week, National Architect Day, Mental Health week, IT Week, Safety Week, Diversity Day, Careers Week, British Science Week, National Poetry Week, Sports Week, STEM Week, Children in Need and McMillian Coffee morning and many others. These events provide students with opportunities to explore subjects beyond the standard curriculum and engage in hands-on learning experiences.

An example of the form time delivery can be found below

	Monday	Tuesday	Wednesday	Thursday	Friday
Warburton	Edge	Attendance tracker	Assembly	Sparx Literacy	Sparx Numeracy
Hilton	Sparx	Attendance tracker	Sparx	Assembly	Edge
Wilkinson	Edge	Assembly	Attendance tracker	Sparx Literacy	Sparx Numeracy
Drew Baker	Assembly	Attendance tracker	Edge	Assembly	Edge

7. RSE Curriculum

Our curriculum is planned and set out as per appendix 1 but is adaptive to emerging needs across year groups or whole school if required.

We have developed our Relationships and Sex Education (RSE) curriculum in close consultation with parents and carers. Recognising them as the primary educators of their children in matters of relationships and personal development, we value their insights and feedback. This collaborative approach ensures that our curriculum is not only aligned with statutory requirements but also reflects the values and expectations of our school community. Parents are provided with access to teaching materials and supporting informed decision making.

8. Delivery of RSE

RSE is taught within the personal development programme. This is facilitated within a 1hr Personal Development lesson and features within form time. The use of external guest speakers and key stakeholders are an integral part to the delivery of RSE at The Westleigh School. We work hard to ensure that curriculum areas and the pastoral team are aligned to support the delivery of RSE through the science curriculum and Religious Education. We ensure that external visitors have the appropriate vetting procedures to ensure the highest standards of safeguarding are being followed. This aligns with our school ethos to ensure external guest visitors are being utilised in an age-appropriate manner with parental consent were required.

The RSE programme at The Westleigh School encompasses several key themes:

- **Understanding Relationships:** Students explore the nature of healthy relationships, including friendships and family dynamics, and learn about the importance of mutual respect and consent. There is a focus upon explicit safeguarding in intimate relationships e.g. coercion, illegal acts such as strangulation.
 - **Personal Safety and Well-being:** The curriculum addresses topics such as emotional resilience, mental health and emotional wellbeing, and strategies for maintaining personal safety, both online and offline with deepfakes, sexting, incel content and online misogyny are featured.
 - **Diversity and Inclusion:** Students are taught to appreciate and respect diversity in all its forms, including different family structures, cultures, and identities, fostering an inclusive school community.
 - **Sexual Health Education:** Age-appropriate information about puberty, sexual health, and contraception is provided, ensuring students are informed and prepared for the changes they will experience. Reference is also made to consent in the broader contexts including sexual activity and digital behaviour.
 - **British Values and Citizenship:** The RSE programme reinforces British values such as democracy, tolerance, mutual respect, rule of law, and liberty, preparing students to be responsible and active members of society.
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- At The Westleigh School, Relationships, Sex and Health Education (RSHE) is delivered primarily through the Personal Development (PD) curriculum. Biological aspects of RSHE are taught within the Science curriculum, and certain elements are reinforced in the ICT curriculum. In addition, pupils receive stand-alone sex education sessions delivered by trained external health professionals. Further details of the RSHE curriculum can be found in Appendices. The RSHE curriculum is structured to ensure that knowledge and skills are developed in a clear and logical sequence from Year 7 to Year 11. Students revisit key themes, such as consent, respectful relationships, and personal safety, at increasing levels of depth and complexity. Earlier learning focuses on friendships, emotional literacy and online safety, while later years address issues including sexual health, healthy intimate relationships, coercion, and managing risk.
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- The RSHE programme focuses on providing students with the knowledge and skills they need to develop healthy, nurturing relationships of all kinds, including families, friendships, online interactions, personal safety, and intimate or sexual relationships, including sexual health. Learning is delivered within the context of family life, taking care to ensure that no child is stigmatised based on their home circumstances. Families may include single-parent families, LGBTQ+ parents, families headed by grandparents, adoptive or foster parents/carers, and other family structures and this is addressed explicitly and sensitively. The curriculum also reflects sensitively the different support structures some children may experience, such as looked-after children or young carers.

- RSHE at The Westleigh School is accessible to all students and is an age appropriate developmentally sequencing and progressive across the key stages. High-quality teaching is adaptive and personalised to meet students' individual needs. The school recognises that some pupils may be more vulnerable to exploitation, bullying, or other safeguarding concerns, particularly those with special educational needs and disabilities (SEND), social, emotional and mental health (SEMH) needs, or learning difficulties. For these students, RSHE content and delivery may be tailored to their developmental stage to ensure understanding, engagement, and relevance. The programme aligns with the latest statutory guidance, ensuring that students are supported to develop knowledge, skills, and values that allow them to make safe, respectful, and informed decisions throughout their lives.

By integrating RSE into the broader Personal Development curriculum, The Westleigh School aims to equip students with the knowledge, skills, and attitudes necessary to navigate the complexities of relationships and personal development in a respectful and informed manner. Assessment is formative and focused on ensuring understanding rather than testing personal belief. Teachers assess learning through discussion, retrieval activities, reflection tasks and scenario-based responses.

For more information about our RSE curriculum see appendices 1.

9. External agencies and materials

In the Westleigh Pledge, collaboration with external agencies and the use of external materials are integral components of our commitment to providing a comprehensive Personal Development and Relationships and Sex Education (RSE) curriculum. We recognise that external partners can offer specialised expertise and resources that enhance our educational provision. However, it is imperative that any external input aligns with our school's ethos, safeguarding policies, and legal obligations.

To ensure appropriateness and compliance, we adhere to the statutory guidance on political impartiality in schools. This includes thoroughly vetting external agencies to confirm that their materials and perspectives do not promote partisan political views or undermine fundamental British values. Additionally, we ensure that any external materials used are age-appropriate, evidence-based, and contribute positively to students' personal development.

Before engaging with external agencies, we obtain informed consent from parents or guardians, particularly when the involvement pertains to sensitive areas such as mental health or special educational needs. We also ensure that external professionals are appropriately qualified, accredited, and insured. Furthermore, we maintain open communication with all stakeholders, sharing outcomes and feedback from external engagements to ensure transparency and continuous improvement.

By rigorously evaluating and monitoring our collaborations with external agencies, we uphold the integrity of the Westleigh Pledge, ensuring that all contributions to our

Personal Development and RSE curriculum are beneficial, inclusive, and in line with our school's values and legal responsibilities.

10. Roles and Responsibilities

The Academy Council

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

The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for liaising with the Head of Personal Development when 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 RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory of RSE through liaising with the head of department.

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 and/or Head of Personal Development.

The Head of Personal Development is responsible for planning RSE and ensuring that staff are confident in their delivery of the content to all year groups.

Students

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

11. Parents and Carers rights to Withdraw

Parents and carers have the right to withdraw their child or children from the non-statutory elements of sex education within the RSE Framework, up to and until three terms before their child or children turns 16 years of age. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will support the wishes of the child and will facilitate this.

Requests for withdrawal should be put in writing using the form found in appendix 2 of this policy and be addressed to the Headteacher.

To exercise this right, parents are encouraged to discuss their concerns with the headteacher, who will consider the request and discuss the potential impacts of withdrawal on the child's education. If the request is granted, alternative educational arrangements will be provided for the student during the RSE lessons.

Parents and carers are strongly advised to consider this carefully as all lessons are planned to ensure that students' well-being is not affected adversely. Research shows that RSE reduces the risk of underage and teenage pregnancies, and the spread of Sexually Transmitted Infections. The school will support any parents or carers who have concerns to ensure an informed decision is made

We are committed to working collaboratively with parents to ensure that all students receive a comprehensive and inclusive education that respects individual values and promotes personal growth.

12. Training

Staff are trained on the delivery of RSE as part of our Continuing Professional Development calendar. Where appropriate, the school will invite visitors in, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE. Staff are safeguarding trained and will act appropriately if any concerns arise. Staff participate in annual RSE training and have access to external expertise if required.

13. Monitoring Arrangements

The Personal Development lead has overall responsibility for monitoring the delivery of RSE. This will take place through

- Regular visits to lessons
- Feedback from staff and students
- Work scrutiny (where appropriate)
- Annual review of the curriculum content to ensure it is relevant to the local context.

This policy will be reviewed annually to ensure it remains current and effective. Feedback from students, parents, and staff will be considered during the review process.

Appendix 1 Curriculum plan

Please see attached curriculum plan

Appendix 2 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			