



THE
**WALDESLADE
& GREENACRE**
SCHOOLS PARTNERSHIP

Relationships & Sex Education (RSE) Policy

Key Document Details:

Author:	Assistant Headteacher	Department:	Education
Reviewer:	Headteacher	Version No:	1.2
Last Review:	February 2026	Next Review:	February 2027
Approver:	Local Governing Body	Date Ratified:	February 2025

Contents

- Statement of Equality..... 3
- Aims 4
- Statutory Requirements..... 4
- Policy Development 5
- Roles and Responsibilities 5
 - The Local Governing Body 5
 - The Headteacher..... 5
 - The RSE (PD) Subject Leader 6
 - The Designated Safeguarding Lead (DSL) 6
 - RSE Subject Teachers 7
 - The SENCO 7
 - Students..... 7
- Organisation of the PD and RSE Curriculum 7
- Curriculum 8
- Definition 9
- Delivery of RSE 9
- Curriculum Links..... 11
- Working with Parent/Carer 11
- Working with External Agencies..... 12
- Parents’/Carer’s Right to Withdraw 12
- Training..... 13
- Monitoring Arrangements..... 13
- Appendix A..... 14
- Equality Impact Assessment..... 15



Statement of Equality

We have carefully considered and analysed the impact of this policy on equality and the possible implications for students with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

The school will comply with the relevant requirements of the Equality Act 2010 and will ensure the curriculum does not discriminate against students because of their:

- Age.
- Sex.
- Race.
- Disability.
- Religion or belief.
- Gender reassignment.
- Pregnancy or maternity.
- Marriage or civil partnership.
- Sexual orientation.

The school will consider the backgrounds, gender, age range and needs of its students and determine whether it is necessary to put in place additional support for students with the above protected characteristics.

The school will design the Personal Development (PD) and RSE (Relationships & Sex Education) curriculum to be inclusive of all students. The school will be aware that some students are more vulnerable to exploitation, bullying and other issues due to their characteristics, e.g. SEND or being LGBTQ+. Teachers will understand that they may need to liaise with the SENCO and be more explicit and adapt their planning or work to appropriately deliver the curriculum to students with SEND.

Where there is a need to tailor content and teaching to meet the needs of students at different developmental stages, the school will ensure the teaching remains sensitive, age-appropriate, developmentally appropriate and is delivered with reference to the law.

The school will take steps to foster healthy and respectful peer-to-peer communication and behaviour between all students and provide an environment which challenges perceived limits on students based on their gender or any other characteristic.

The school will be actively aware of everyday issues such as sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture within which these are not tolerated. Any occurrences of such issues will be identified and managed promptly. Sexual violence and sexual harassment are not acceptable and will not be tolerated. Any reports of sexual violence or sexual harassment will be handled in accordance with the school's Child-on-child Abuse Policy.



Aims

The aims of Relationships & Sex Education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place.
- Prepare students for puberty and give them an understanding of sexual development and the importance of health and hygiene.
- Help students develop feelings of self-respect, confidence and empathy.
- Create a positive culture around issues of sexuality and relationships.
- Teach students the correct vocabulary to describe themselves and their bodies.
- We also aim to prepare students for an adult life in which they can:
 - Develop a personal identity, and to be able to value themselves and others.
 - Develop positive social interactions, and the skills to live and work with others.
 - Learn how to be good parent/carer's and be able to make informed decisions in relation to their future families.

Statutory Requirements

As of September 2026, all schools will be required to follow the revised guidance, which applies to all schools.

If academies do teach RSE, they are required by their funding agreements to have regard to guidance issued by the secretary of state. At WGSP we teach RSE as set out in this policy, in accordance to The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, which makes Relationships and Sex Education (RSE) compulsory for all students receiving secondary education.

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010.
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019. [Relationships Education, Relationships and Sex Education and Health Education guidance.](#)
- The Revised Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2026. [Relationships Education, Relationships and Sex Education and Health Education guidance.](#)
- Children and Social Work Act 2017.
- DfE (2022) 'Keeping children safe in education'.
- DfE (2021) 'Teaching about relationships, sex and health'.
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'.

- DfE (2015) 'National curriculum in England: science programmes of study'.

Policy Development

This policy has been developed in consultation with staff, students and parent/carer's. The consultation and policy development process involved the following steps:

- Review - a member of staff or working group pulled together all relevant information including relevant national and local guidance.
- Staff consultation - school staff were given the opportunity to look at the policy and make recommendations.
- Parent/stakeholder consultation - parent/carer's are always invited to share their views via email and Parent Forum.
- Student consultation - we investigated what exactly students want from their RSE.
- Ratification - once amendments were made, the policy was shared with governors and ratified.

Roles and Responsibilities

The Local Governing Body

The Local Governing Body will approve the RSE policy and hold the Headteacher to account for its implementation. The Local Governing Body will also:

- Ensuring all students make progress in achieving the expected educational outcomes.
- Ensuring the RSHE curriculum is well-led, effectively managed and well-planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring that teaching is delivered in ways that are accessible to all students with SEND.
- Providing clear information to parent/carer's on the subject content and the right to request that their child is withdrawn.
- Ensuring RSE is resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.
- Creating and keeping up-to-date a separate written statement of this policy and ensuring the statement is published on the school's website and provided free of charge to anyone who requests it.

The Headteacher

The Headteacher will be responsible for:

- The overall implementation of this policy.
- Ensuring all staff are suitably trained to deliver the subjects.
- Ensuring parent/carer's are fully informed of this policy.

- Reviewing all requests to withdraw students from non-statutory elements of the RSHE curriculum.
- Discussing withdrawal requests with parent/carer's, and the student if appropriate, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum, including the benefits of receiving the education.
- Ensuring withdrawn students receive appropriate, purposeful education during the period of withdrawal.
- Encouraging parent/carer's to be involved in consultations regarding reviews of the school's RSHE curriculum.
- Reviewing this policy on an annual basis.
- Reporting to the Governing Board on the effectiveness of this policy and the curriculum.
- Ensuring students approaching their 16th birthday are made aware of their right to opt into sex education where a previous parental withdrawal request exists

The RSE (PD) Subject Leader

The RSE subject leader will be responsible for:

- Overseeing the delivery of RSE as part of the PD (Personal Development) curriculum.
- Working closely with colleagues in related curriculum areas to ensure the RSE curriculum compliments, and does not duplicate, the content covered in other curriculum subjects.
- Ensuring the curriculum is age-appropriate and of high quality.
- Reviewing changes to the RSE curriculum and advising on their implementation.
- Monitoring the learning and teaching of RSE, providing support to staff where necessary.
- Ensuring the continuity and progression between each Year Group.
- Helping to develop colleagues' expertise in the subject.
- Ensuring teachers are provided with adequate resources to support teaching of the curriculum.
- Ensuring the school meets its statutory requirements in relation to RSE.
- Leading staff meetings and ensuring all members of staff involved in the curriculum have received the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring the correct standards are met for recording and assessing student performance.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the Headteacher.

The Designated Safeguarding Lead (DSL)

The DSL will be responsible for:

- Offering advice and consultation for safeguarding-related subjects in the RSE curriculum.
- Promoting knowledge and awareness of safeguarding issues amongst staff.
- Being an appropriate point of contact for staff who have concerns about the welfare of a student



that have arisen through the teaching of RSE.

RSE Subject Teachers

Subject teachers will be responsible for:

- Acting in accordance with, and promoting, this policy.
- Delivering RSE in a manner that is sensitive, of high quality and appropriate for each year group.
- Ensuring they do not express personal views or beliefs when delivering the curriculum.
- Planning lessons effectively, ensuring a range of appropriate teaching methods and resources are used to cover the content.
- Modelling positive attitudes to RSE.
- Liaising with the SENCO to identify and respond to individual needs of students with SEND. Liaising with the RSE subject leader on key topics, resources and support for individual students.
- Monitoring student progress in RSE.
- Reporting any concerns regarding the teaching of RSE or health education to the RSE subject leader or a member of the SLT.
- Reporting any safeguarding concerns or disclosures that students may make as a result of the subject content to the DSL.
- Responding appropriately to students whose parent/carer's have requested to withdraw them from the non-statutory components of RSE, by providing them with alternative education opportunities.

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 PD lead.

The SENCO

The SENCO will be responsible for:

- Advising teaching staff how best to identify and support students' individual needs.
- Advising staff on the use of TAs in order to meet students' individual needs.

Students

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

Organisation of the PD and RSE Curriculum

For the purpose of this policy:



- “PD” is used to refer to the overall programme of relationships, sex and health education.
- “RSE” refers to relationships and sex education and is defined as teaching students about developing healthy, nurturing relationships of all kinds, and helping them to understand human sexuality and to respect themselves and others.
- “Health education” is defined as teaching students about how they can make good decisions about their own health and wellbeing, and how physical health and mental wellbeing are interlinked.

The PD curriculum has been developed, and will be monitored and reviewed, in consultation with teachers, students and parent/carer’s, and in accordance with DfE recommendations.

We will gather the views of teachers, students and parent/carer’s in the following ways:

- Questionnaires / surveys.
- Meetings.
- Letters.
- Training sessions.

The majority of the PD curriculum is delivered through PD lessons with statutory elements taught via the science curriculum. The RSHE subject leader will work closely with their colleagues in related curriculum areas to ensure the curriculum compliments and does not duplicate the content covered in national curriculum subjects.

The school will ensure that the curriculum remains in line with the DfE’s ‘Relationships and Sex Education (RSE) and Health Education’ (2019) guidance at all times.

The school will consider the context and views of the wider local community when developing the curriculum to ensure it is reflective of circumstances in the local area. The religious background of all students will also be considered when planning teaching, to ensure all topics included are appropriately handled.

The PD curriculum will be informed by topical issues in the school and wider community, to ensure it is tailored to students’ needs, e.g. if there was a local prevalence of specific sexually transmitted infections, the curriculum would be tailored to address this issue.

Curriculum

Our curriculum is set out as per Appendix A and while we include all recommended topics in Appendix A we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parent/carer’s, students and staff, considering the age, needs and feelings of students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and do not seek answers online.



Definition

Sex and relationships education is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science, and others are taught as part of personal, social, health and economic education or as part of the Ethics, Philosophy and Religion curriculum.

A comprehensive programme of RSE provides accurate information about the body, reproduction, sex, and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.

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

RSE is not about the promotion of sexual activity.

Delivery of RSE

RSE is taught within the Personal Development (PD) curriculum and covers personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in ethics. This is all part of our wider PD curriculum.

Whilst other subjects contribute to RSE it is important that the programme is comprehensive and coherent, which is discretely delivered in the curriculum. Children's and young people's learning in RSE will fundamentally improve by a positive ethos in the school.

All activities in school contribute to the ethos, and therefore to RSE, such as the work of lunch-time supervisors in the playground and canteen, through assemblies, and extra-curricular activities.

Effective teaching of RSE involves a range of teaching strategies, including group work, form time, debate, discussion, role-play, video, and the use of visitors and outside agencies.

In addition, WGSP believes that RSE should:

- Be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life.
- Be an entitlement for all young people.
- Encourage every student to contribute to make our community and aims to support each individual as they grow and learn.
- Be set within this wider school context and supports family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. nuclear family. It includes a variety of types of family structure, and acceptance of different approaches.
- Encourage students and teachers to share and respect each other's views. We are aware of different approaches to sexual orientation, without promotion of any particular family structure. The important values are love, respect and care for each other.
- Generate an atmosphere where questions and discussion on sexual matters can take place

without any stigma or embarrassment.

- Recognise that parent/carer's are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parent/carer's and students, consulting them about the content of programmes.
- Recognise that the wider community has much to offer and we aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers.
- Aim to educate students about sex and the law to enhance understanding that violation of an individual can lead to prosecution.

Sex and Relationship Education in this school has three main elements:

- Attitudes and Values.
- Personal and Social Skills.
- Sex and Relationship education.

WGSP specifically delivers Sex and Relationship Education through its PD curriculum, ethics and science lessons at KS3, and KS4.

Much of the Sex and Relationship Education at WGSP takes place within PD lessons at key stage three. These lessons are given discrete time within the school timetable, students at key stage three are given 60-minute sessions of PD per week. PD teachers generally deliver the PD Curriculum, however where possible they are supported from professionals. RSE lessons are set within the wider context of the PD curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also included.

Any RSE lesson may consider questions or issues that some students will find sensitive. Teachers will not promise confidentiality to students. Students will be made aware that if they disclose information that indicates they may be at risk of harm, or that a safeguarding concern exists, this information must be shared with the Designated Safeguarding Lead in line with the school's Child Protection and Safeguarding Policy. Students will be supported throughout this process. 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. 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.

Assessment is carried out at the end of the Sex Education unit of work (usually after 6-7 weeks) and involves teacher, student and peer assessment of knowledge and understanding, interpersonal skills, and attitudes. Much of the learning in RSE is sensitive and of a highly personal nature so assessment needs to be carried out with considerable discretion. Any assessment made will contribute to the overall assessment of the student's progress in terms of personal development.



Curriculum Links

The school will seek opportunities to draw links between PD and other curriculum subjects wherever possible to enhance students' learning. PD will be linked to the following subjects:

- Ethics - students are taught about different religions and ethnicities.
- Science - students are taught about the main external parts of the body and changes to the human body as it grows, including puberty.
- ICT and computing - students are taught about how they can keep themselves safe online and the different risks that they may face online as they get older.
- PE - students can develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sport and lead healthy, active lives.
- Personal Development - students learn about respect and difference, values and characteristics of individuals.
- Food Technology - students learn about food from different countries and cultures, and how to make healthy diet choices.

Working with Parent/Carer

The school understands that the parent/carer's role in the development of their children's understanding about relationships, sex and health is vital and will, therefore, engage parent/carer's as far as possible in their children's learning. This will include providing parent/carer's with frequent opportunities to understand and ask questions about the school's approach to RSHE.

The school will consult closely with parent/carer's when reviewing the content of the school's RSHE curriculum and will be given regular opportunities to voice their opinions and concerns. The school will use the views of parent/carer's to inform decisions made about the curriculum content and delivery; however, parent/carer's will not be granted a 'veto' on curriculum content, and all final decisions will be the schools to make.

When in consultation with parent/carer's, the school will provide:

- The curriculum content, including what will be taught and when.
- Examples of the resources the school intends to use to deliver the curriculum.
- Information about parents'/carer's right to withdraw their child from non-statutory elements of RSHE.

The school will remain aware that the teaching of some aspects of the curriculum may be of concern to parent/carer's. If parent/carer's have concerns regarding RSE delivery, and that they will need to submit these to the Headteacher at headteacher@wgsp.org.uk.



Working with External Agencies

Working with external agencies will be used to enhance our delivery of PD and RSE and bring in specialist knowledge and different ways of engaging students. External experts may be invited to assist from time-to-time with the delivery of the PD and RSE curriculum but will be expected to comply with the provisions of this policy.

When working with external agencies, the school will:

- Check the visitor credentials of all external agencies.
- Ensure the teaching delivered by the external experts fits with the planned curriculum and provisions of this policy.
- Discuss with the visitor the details of how they intend to deliver their sessions and ensure the content is age-appropriate and accessible for all students.
- Request copies of the materials and lesson plans the visitor will use, to ensure it meets the full range of students' needs.
- Agree with the agency on how confidentiality will work in any lesson and that the visitor understands how safeguarding reports must be dealt with in line with the school's Child Protection and Safeguarding Policy.

The school will use visitors to enhance teaching by an appropriate member of teaching staff, not to replace teaching by those staff.

Parents'/Carer's Right to Withdraw

Parent/Carer's have the right to withdraw their children from components of RSE but not relationship education. Requests for withdrawal should be put in writing and addressed to the Headteacher. A copy of withdrawal requests will be placed in the student's educational record. The Headteacher will discuss the request with parent/carer's and take appropriate action.

At WGSP we work very closely with parent/carer's to ensure any issues or needs are being met. We make sure that this policy, yearly overviews and schedules are readily available on our website so that parent/carer's are able to raise any specific concerns or choose to withdraw their children from any specific components of RSE.

Alternative work will be given to students who are withdrawn from sex education.

In line with statutory guidance, once a student reaches three terms before their 16th birthday, they may choose to receive sex education even if their parent/carer's have previously requested withdrawal. At this stage, the school will consult with the student and their parent/carer's, and the student's wishes will be respected.

Training

More expert or specialist teachers support those PD teachers who are uncomfortable or inexperienced with teaching certain aspects of the curriculum. Support is offered from the PD co-ordinator (Mrs S Callahan) who will help with planning or delivering lessons if required.

Training will be provided by the PD subject leader to the relevant members of staff on a termly basis to ensure they are up-to-date with the PD and RSE curriculum. Training will also be scheduled around any updated guidance on the curriculum and any new developments, e.g. “sexting”, which may need to be addressed in relation to the curriculum.

The PD co-ordinator alongside the Headteacher and the pastoral team will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

Appropriately trained staff will be able to give students information on where and how to obtain confidential advice, counselling and treatment, as well as guidance on emergency contraception and their effectiveness.

Monitoring Arrangements

The PD subject leader will be responsible for monitoring the quality of teaching and learning for the subject. They will conduct subject assessments on a termly basis, which will include a mixture of the following:

- Self-evaluations.
- Lesson observations/drop ins.
- Topic feedback forms.
- Learning walks.
- Work scrutiny/book looks.
- Lesson planning scrutiny.
- Curriculum journey, LTP and MTP reviews.

The PD subject leader will create annual subject reports for the Headteacher and Governing Board to report on the quality of the subjects. They will also work regularly and consistently with the Headteacher and PD link Governor, e.g. through monthly review meetings, to evaluate the effectiveness of the subjects and implement any changes.

This policy will be reviewed by the Headteacher in conjunction with the PD subject leader on an annual basis.

Any changes needed to the policy, including changes to the programmes, will be implemented by the headteacher. Any changes to the policy will be clearly communicated to all members of staff and, where necessary, parent/carer’s and students, involved in the PD curriculum.



Equality Impact Assessment

Who is the policy or process intended for?	Students	Employees	Govs/ Trustees	Volunteers	Visitors
		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Status of the policy or process:	New policy or process			Existing policy or process	
	<input type="checkbox"/>			<input checked="" type="checkbox"/>	
Analysis					
Protected Characteristic	Impact analysis			Explanation of impact analysis	
	Positive	Neutral	Negative		
Age:	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Disability:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Sex:	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Gender reassignment:	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Race:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Religion or belief:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Sexual orientation:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Marriage or civil partnership:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Pregnancy and maternity:	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Student groups (PP/SEN/CLA):	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Evaluation and decision making					
Summary of action taken:					
Final decision:					

