

We are an ambitious and inclusive Trust of schools
strengthening communities through excellent education.



Relationships and Sex Education (RSE) Policy – Secondary

Responsibility for approval: Senior Exec
Date of approval: May 2026
Next review April – June 2027

Contents Page

Table of Contents

1.0	Policy Statement	3
2.0	Aims	3
3.0	Definition	3
4.0	Policy development	3
5.0	What is Relationship and Sex Education	4
6.0	Legal framework	4
7.0	Principles and values	4
8.0	Relationships & sex education	5
9.0	Organisation and Content	5
10.0	Inclusion	6
11.0	Roles and responsibilities	6
12.0	Roles and responsibilities	7
13.0	Confidentiality	7
14.0	Training	7
15.0	Monitoring arrangements	7
16.0	Policy circulation	8
17.0	Appendix	8

1.0 Policy Statement

- 1.1 We are an ambitious and inclusive Trust of schools, strengthening our communities through excellent education. We are committed to providing excellent education for every child, every day, and aim to strengthen and work with our communities to continue to improve accessibility in our schools

2.0 Aims

The aims of relationships and sex education (RSE) at our school are to:

- 2.1 Provide a framework in which sensitive discussions can take place
- 2.2 Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- 2.3 Help pupils develop feelings of self-respect, confidence and empathy
- 2.4 Create a positive culture around issues of sexuality and relationships
- 2.5 Teach pupils the correct vocabulary to describe themselves and their bodies

3.0 Definition

3.1 For the purpose of this document:

- Members, Trustees/Directors and Governors are referred to as Trustees;
- The Ted Wragg Multi Academy Trust is referred to as The Trust and refers to all schools or academies within the Trust;
- School or Academy refers to any one of the schools or academies within the Ted Wragg Multi Academy Trust;
- Staff refers to all staff working at any one of the schools within the Ted Wragg Multi Academy Trust;
- Students refers to all students being educated or on site at any one of the schools within the Ted Wragg Multi Academy Trust.

4.0 Policy development

4.1 This policy has been developed in consultation with staff, pupils and parents. 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 – all school staff were given the opportunity to look at the policy and make recommendations
- Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
- Pupil consultation – we investigated what exactly pupils want from their RSE
- Ratification – once amendments were made, the policy was shared with governors and ratified

5.0 What is Relationship and Sex Education

5.1 RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

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

5.3 RSE is not about the promotion of sexual activity.

6.0 Legal framework

- 6.1 The legal framework is set out in statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996.
- 6.2 Schools must have regard to the statutory guidance, and where they depart from those parts of the guidance which state that they should (or should not) do something they will need to have good reasons for doing so.
- 6.3 The statutory guidance applies to:
 - 6.3.1 Relationships Education (for Primary education)
 - 6.3.2 Relationships and Sex Education (for Secondary Education)
- 6.4 The policy must also be applied within the framework of other relevant legislation including the Equality Act 2010 and Keeping Children Safe in Education guidance.

7.0 Principles and values

- 7.1 The Trust believes that RSE should be delivered in a politically impartial manner in line with statutory guidance. Where topics are contested, pupils will be presented with balanced viewpoints and supported to develop their own informed opinions. RSE should also:
 - 7.1.1 Be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life;
 - 7.1.2 Be an entitlement for all young people;
 - 7.1.3 Encourage every student to contribute to make our community and aims to support each individual as they grow and learn;
- 7.2 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;
 - 7.2.1 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;
 - 7.2.2 Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment;
 - 7.2.3 Recognise that parents are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents and students, consulting them about the content of programmes;
 - 7.2.4 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;

8.0 Relationships & sex education

- 8.1 Relationships and Sex education covers three main elements:

8.1.1 Attitudes and Values

- learning the importance of values, individual conscience and moral choices;
- learning the value of family life, stable and loving relationships, and marriage;
- learning about the nurture of children;
- learning the value of respect, love and care;
- exploring, considering and understanding moral dilemmas;
- challenging myths, misconceptions and false assumptions about normal behaviour.

8.1.2 Personal and Social Skills

- learning to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;
- learning to make choices with an absence of prejudice;
- developing an appreciation of the consequences of choices made;
- managing conflict;
- empower students with the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter)

8.1.3 Knowledge and Understanding

- learning and understanding physical development at appropriate stages;
- understanding human sexuality, reproduction, sexual health, emotions and relationships;
- learning about contraception and the range of local and national sexual health advice, contraception and support services;
- learning the reasons for delaying sexual activity, and the benefits to be gained from such delay;
- the avoidance of unplanned pregnancy.

9.0 Organisation and Content

- 9.1 Schools within the Trust specifically deliver Relationships and Sex Education through their PSHE Programme, RE and Science lessons at KS3, and KS4.
- 9.2 Much of the Relationship and Sex Education takes place within PSHE and Science lessons. The Curriculum will have support from professionals where appropriate.
- 9.3 RSE lessons are set within the wider context of the PSHE curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also included in Science. The Science National Curriculum is delivered by staff in the Science department. These lessons are more concerned with the physical aspects of development and reproduction, although the importance of relationships is not forgotten. All RSE content will be carefully sequenced to ensure age-appropriateness, with explicit content only introduced where it is necessary for safeguarding, health education, or legal understanding.
- 9.4 Any RSE lesson may consider questions or issues that some students will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. 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.

- 9.5 More expert or specialist teachers support PSHE teachers who are uncomfortable with teaching certain aspects of the curriculum. Support is offered from the PSHE coordinator who will help with planning or delivery lessons if required. Assessment is carried out at the end of every module and involves teacher, pupil and peer assessment of knowledge and understanding, interpersonal skills, and attitudes.
- 9.6 The school will determine which elements of the RSE curriculum are statutory (and therefore not subject to withdrawal) and which are non-statutory (and therefore may be withdrawn from) after consultation with key stakeholders. Statutory content includes Relationships Education and the Science curriculum, which parents do not have the right to withdraw from. A curriculum map will be included in the appendix.

10.0 Inclusion

- 10.1 Ethnic and Cultural Groups - We intend our policy to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught particular items in mixed groups. We will respond to parental requests and concerns.
- 10.2 Students with Special Needs - 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, taking specialist advice where necessary.
- 10.3 Sexual Identity, Sexual Orientation and Gender Identity – We aim to address issues of sexual identity and orientation sensitively and honestly, answering appropriate questions and offering support. Young people, whatever their developing sexuality need to feel that relationships and sex education is relevant to them. Teaching will include clear reference to biological sex as a scientific concept and will accurately reflect legal protections as set out in the Equality Act 2010. Teaching about gender identity will be delivered in a balanced, factual and age-appropriate way, recognising that this is a contested area of debate.
- 10.4 Regard will be given to ensure all protected characteristics (age, disability, gender reassignment, marriage and civil partnerships, pregnancy and maternity, race, religion or belief, sex, and sexual orientation) are recognised as part of the delivery of RSE within school.

11.0 Roles and responsibilities

- 11.1 Trustees
The trustees will approve the RSE policy, and hold the headteacher to account for its implementation.
- 11.2 The Headteacher
The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE (see section 11).
- 11.3 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/non-science] components of RSE

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.

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

12.0 Roles and responsibilities

- 12.1 Parents have the right to withdraw their children from the [non-statutory/non-science] 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 headteacher.
- A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.
- Alternative work will be given to pupils who are withdrawn from sex education.
- Parents will be able to access and review all RSE curriculum materials upon request, and the school will proactively provide information about curriculum content to support parental understanding and engagement.

13.0 Confidentiality, Controversial and Sensitive Issues

- 13.1 Teachers cannot offer unconditional confidentiality and are required to report all disclosures. In a case where a teacher learns from an under 16-year-old that they are having or contemplating sexual intercourse:
- The young person will be persuaded, wherever possible, to talk to parent/carer and if necessary to seek medical advice.
 - Child protection issues will be considered, and referred if necessary to the teacher responsible for Child Protection under the school's procedures.
 - The young person will be properly counselled about contraception, including precise information about where young people can access contraception and advice services.
- 13.2 In any case where child protection procedures are followed, the teacher will ensure that the young person understands that they cannot ever promise confidentiality.
- 13.3 Health professionals in school are bound by their codes of conduct in a one-to-one situation with an individual student, but in a classroom situation they must follow the school's confidentiality policy.

14.0 Training

- 14.1 Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.
- 14.2 The Headteacher 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.

15.0 Monitoring arrangements

- 15.1 The delivery of RSE is monitored through network meetings.

- 15.2 Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.
- 15.3 This policy will be reviewed annually. At every review, the policy will be approved by Trustees.

16.0 Policy circulation

- 16.1 This Policy will be published on the Trust's website and included in the Trust's Policy Monitoring Schedule
- 16.2 This Policy will be circulated to every Member, Trustee/Director, Governor and Senior Employee by sending an email to the link on the Trust's website on an annual basis and when each new Member, Trustee/Director, Governor and Senior Employee joins the Trust.
- 16.3 The Trustees, in consultation with the Local Governing Bodies, are responsible for overseeing, reviewing and organising the revision of the Relationships and Sex Education Policy.

17.0 Appendix

- 17.1 Appendix 1: Curriculum Map

Relationships and sex education curriculum map

YEAR GROUP	UNIT	TOPIC/THEME: LEARNING OUTCOMES	DfE STATUTORY GUIDANCE: WHAT PUPILS SHOULD KNOW
Year 7	Cycle 1 – Growing Up	Friendships and wellbeing; characteristics of healthy, respectful and unsafe relationships; self-esteem; peer influence and pressure; assertiveness; personal boundaries; bullying and cyberbullying; managing conflict and ending friendships; stereotypes and inequalities of power; online behaviour, privacy, sharing information and images, scams and reporting concerns; personal safety, exploitation and sources of support.	Families; Respectful relationships, including friendships; Online safety and awareness; Being safe; The law. Pupils learn how to judge when relationships are unsafe, recognise and resist pressure, treat others with respect, understand bullying and online risks, protect personal information and know how and where to seek help.
Year 7	Cycle 2 – Changes	Puberty and the changing adolescent body; physical and emotional changes; menstrual and gynaecological health, including periods, endometriosis and PCOS; hygiene and self-care; body image and self-esteem; male and female reproductive systems and basic reproduction; health protection; FGM, virginity testing and hymenoplasty; recognising harmful practices and accessing support.	Being safe; The law; Developing bodies; Health protection and prevention. Statutory content includes puberty, brain and body development, menstrual and gynaecological health, personal hygiene, reproductive health and the physical and emotional harm caused by FGM and other harmful practices. Physical aspects of puberty and reproduction are reinforced through Science.
Year 7	Cycle 3 – Dreams and Goals	Different family structures; committed and stable relationships; marriage and civil partnership; cohabitation and the myth of common-law marriage; forced marriage and the legal age of marriage; how families change; parenting and the importance of the early years; consent, bodily autonomy and personal safety; healthy relationships; sexuality and protected characteristics; trusted adults and sources of support.	Families; Respectful relationships; Being safe; Intimate and sexual relationships; The law. Pupils learn about different committed relationships, legal status of marriage/civil partnership, forced marriage, family change, parenting, consent, respectful relationships and how to seek help when a relationship is unsafe.
Year 8	Cycle 1 – My Peers	Peer influence, approval and risk-taking; healthy friendships and relationships; consent and boundaries; assertiveness and resisting pressure; alcohol, smoking and vaping; drugs, gangs, county lines and exploitation; sexting and sexual images; online privacy and reporting; first aid and personal safety.	Respectful relationships; Online safety and awareness; Being safe; The law; Drugs, alcohol, tobacco and vaping; Personal safety; Basic first aid. Includes consent, pressure, grooming/exploitation, criminal exploitation, laws relating to sexual images, online risks and accessing help.
Year 8	Cycle 2 – Celebrating Differences	Personal space, boundaries and unwanted touching; online harassment; healthy relationships; body image and self-esteem; prejudice and discrimination; protected characteristics; sex, sexual orientation and gender reassignment; homophobia, transphobia, racism and disability discrimination; stereotypes, misogyny and inequalities of power; harmful relationship behaviours and routes to support.	Respectful relationships; Online safety and awareness; Being safe; Equality and protected characteristics; The law. Pupils learn how stereotypes and prejudice can cause harm, the importance of equality and respect, how power can affect relationships, and how to recognise and report harassment, abuse and discrimination.

YEAR GROUP	UNIT	TOPIC/THEME: LEARNING OUTCOMES	DFE STATUTORY GUIDANCE: WHAT PUPILS SHOULD KNOW
Year 8	Cycle 3 – Enterprise / Wider Development	Online behaviour and netiquette; online reputation, scams and misinformation; Equality Act and discrimination; financial wellbeing and risk; employability and enterprise. Wider statutory mapping revisits consent and boundaries, sexual health foundations, contraception and STIs, reproductive health, healthy relationships and personal safety.	Online safety and awareness; Respectful relationships; Being safe; Intimate and sexual relationships, including sexual health; Health protection and prevention; Developing bodies. The statutory tracker places further reinforcement of online safety, consent, contraception/STIs, reproductive health and health protection within Year 8 provision.
Year 9	Cycle 1 – Mental Health and Peer Influence	Healthy relationships and friendship influence; self-esteem and mental wellbeing; peer pressure and risk; radicalisation; grooming and child sexual exploitation; gang and criminal exploitation; drugs and substances; recognising unsafe relationships; personal safety and accessing support.	Families; Respectful relationships; Online safety and awareness; Being safe; The law; Mental wellbeing; Personal safety. Includes recognising coercion and exploitation, resisting pressure, understanding criminal exploitation and knowing how and where to seek help.
Year 9	Cycle 2 – Changing Relationships	Healthy, intimate and sexual relationships; love, intimacy and readiness for sex; age of consent; giving, withholding and withdrawing consent; ethical relationships and power dynamics; sexual pressure; sexual harassment and violence; rape and sexual assault; domestic abuse and coercive control; pornography and sexual expectations; contraception; STIs including HIV; pregnancy and pregnancy choices; marriage, parenting, separation and bereavement; reproductive health and fertility.	Families; Respectful relationships; Online safety and awareness; Being safe; Intimate and sexual relationships, including sexual health; The law; Developing bodies. Includes consent, sexual violence, domestic abuse, harmful sexual behaviour, contraception, pregnancy choices, STIs/HIV, safer sex, pornography, reproductive health and access to reliable sexual-health support.
Year 9	Cycle 3 – Health and Risk	Risk-taking and decision-making; how alcohol, drugs and peer influence affect choices; personal and public safety; online wellbeing, misinformation, deepfakes and harmful online content; gambling and addiction; health protection and healthcare; body modification; reproductive and sexual-health knowledge reinforced through the wider curriculum.	Online safety and awareness; Being safe; Intimate and sexual relationships, including sexual health; Mental wellbeing; Health protection and prevention; Personal safety; The law. Statutory mapping includes digital harms, AI/deepfakes, sexual-image risks, health services, risk management and reinforcement of sexual-health knowledge.
Year 10	Cycle 1 – My Career	Gender stereotypes and discrimination; Equality Act and protected characteristics; workplace rights and respectful behaviour; online reputation and privacy; financial decision-making and adult responsibilities. Wider statutory provision reinforces misogyny, prejudice, harmful online ideologies and inequalities of power.	Respectful relationships; Online safety and awareness; Equality and protected characteristics; The law. Pupils consider stereotypes, sexism, misogyny, homophobia, discrimination, online influence and respectful behaviour in preparation for adult life.
Year 10	Cycle 2 – Relationships	Positive and diverse relationships; communication, compromise and conflict; healthy and unhealthy relationships; consent and power; rape culture; sexual harassment and sexual violence; coercive control and domestic abuse; grooming; pornography; contraception and barrier protection; STIs; separation, divorce, loss and grief.	Families; Respectful relationships; Online safety and awareness; Being safe; Intimate and sexual relationships, including sexual health; The law. Includes characteristics of healthy relationships, consent, abuse, sexual violence, pornography, contraception, STIs, safer sex and accessing support.
Year 10	Cycle 3 – Making Decisions	Readiness for sex and the age of consent; sexual pressure and exploitation; consent, intimacy and healthy sexual relationships; pornography and harmful sexual expectations; contraception including emergency contraception; STIs and HIV; pregnancy and miscarriage; pregnancy choices including abortion; fertility and menopause; IVF, surrogacy, adoption and parenthood; healthy behaviours before and during pregnancy; FGM and harmful practices; accessing confidential healthcare and sexual-health services.	Being safe; Intimate and sexual relationships, including sexual health; Families; The law; Health protection and prevention; Developing bodies. Includes age of consent, sexual decision-making, contraception, STI/HIV prevention and treatment, pregnancy options, reproductive health, fertility, pregnancy health, harmful practices and reliable healthcare/support.
Year 11	Cycle 1 – Challenge and Control	Consent and respectful relationships; inequalities of power; coercion, manipulation and controlling behaviour; domestic abuse; sexual harassment, sexual assault and rape; stalking and harassment; forced marriage and honour-based abuse; grooming and exploitation; revenge pornography, upskirting and sharing sexual images; deepfakes and technology-facilitated abuse; hate crime and extremism; reporting concerns and accessing support.	Respectful relationships; Online safety and awareness; Being safe; Intimate and sexual relationships, including sexual health; The law; Personal safety. Consolidates consent, abuse, coercion, sexual violence, image-based abuse, online harms, exploitation, forced marriage, stalking/harassment and routes to support.
Year 11	Cycle 2 – My Future	Preparation for independence and adult life; equality and respectful behaviour; financial and employment responsibilities; health literacy and navigating healthcare; online safety; maintaining physical and mental wellbeing. Statutory sexual-health knowledge is reinforced, including healthy behaviours before and during pregnancy, STIs and access to appropriate healthcare and support.	Respectful relationships; Online safety and awareness; Health protection and prevention; Mental wellbeing; Intimate and sexual relationships, including sexual health. Pupils consolidate knowledge needed to manage relationships, health, online life and access to services independently.