ST GEORGE'S ACADEMY

RELATIONSHIP AND SEX EDUCATION POLICY

1. Introduction

The Department for Education (DfE) published statutory guidance about how Relationship and Sex Education (RSE) should be implemented in all schools across England by 2020. Schools were encouraged to implement the new curriculum from September 2019.

The DFE guidance defines RSE as "lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage and family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health".

2. Values and Ethos

The aims of Relationships and Sex Education (RSE) at our Academy are to ensure students learn about:

- Different types of relationships, including friendships, family relationships, intimate relationships, dealing with strangers
- How to recognise, understand and build healthy relationships, including self-respect and respect for others, commitment, tolerance, boundaries and consent, and how to manage conflict, and also how to recognise unhealthy relationships
- How relationships may affect health and wellbeing, including mental health
- Healthy relationships and online safety with factual knowledge around sex, sexual health and sexuality

The aims above are in line with the core expectations that we promote to all students: maintaining a positive attitude, showing respect for all and becoming happy, productive members of our society.

RSE is taught in a way which is complementary to the wider Academy ethos and values. RSE in this Academy is learning about the body, feelings, beliefs, relationships, rights and responsibilities and knowing how and when to ask for help if needed. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

3. Roles and Responsibilities

From September 2026, PSHE and RSE delivery across both campuses of the Academy will be regularly monitored by the Head of PSHE and Vice Principal of Safeguarding. The Head of PSHE monitors both campuses to ensure contextual and appropriate delivery to all Key Stages.

Board of Governors:
The board of governors will approve the RSE policy and hold the principal to account for its implementation.

Principal:
The principal 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 RSE
- Monitoring progress through recall assessments
- Responding to the needs of individual pupils

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 principal.

Pupils:
Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. This response is in line with our core values of maintaining a positive attitude, respect for others at all times and displaying high levels of commitment.

4. Legislation

Under 'Policy statement: relationships education, relationships and sex education, and personal, social, health and economic education', RSE will become statutory in all schools from September 2020. Secondary schools must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

5. Curriculum Design

The curriculum is designed around active engagement in learning, rather than passively receiving information. Pupils will be given opportunities to consider and clarify their values and beliefs and to rehearse and develop enquiry and interpersonal skills.

Form tutors and other staff deliver RSE within PSHE. These lessons are taught every Friday during Period 1. RSE is taught also through other subjects/curriculum areas such as Biology and Religious Education. Furthermore, RSE is delivered through whole school activities such as assemblies, themed weeks and outside agencies who are invited for talks.

The curriculum considers all students regardless of age, race, disability, gender, religion, ethnicity, and sexuality. This is to ensure that all students feel provided for and comfortable when being educated about RSE. We want our students to feel valued and included. All teachers will seek to create a classroom environment in which students feel safe to discuss and learn.

Across all Key Stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Managing conflict
- Discussion and group work

6. Safeguarding

Teachers conduct RSE lessons in a sensitive manner and with the need for confidentiality. Should issues of disclosure regarding inappropriate sexual behaviour/activity be raised, then the teacher will take the matter seriously and deal with it as a matter of child protection. In such cases, procedures as laid down in the appropriate Academy policy will be followed.

Importantly, staff should make clear to students that any disclosures made by students that compromise their safety cannot be kept confidential. They will be passed on due to safeguarding laws and responsibilities.

7. Parental Rights

Parents' have the right to withdraw their children from the non-statutory components of RSE. Requests for withdrawal should be put in writing and addressed to the principal. A copy of withdrawal requests will be placed in the pupil's educational record. The principal will discuss the request with parents and take appropriate action. Following a discussion, except in exceptional circumstances, the Academy will respect the parents' request to withdraw their child, up to and until three terms before the child turns 16. Appropriate alternative work will be given to pupils who are withdrawn from RSE.

8. Resources

Resources for PSHE are found on the *X Drive* and are frequently updated and changed. Resources are created to gain students' engagement and build a wider comprehension for matters relating to relationships and sex. Below is the subject content for each key stage.

KS3 includes: consent; changes through puberty; self-esteem and self-respect; changing family relationships; losing relationships; social media relationships; types of relationships; delaying sex; showing someone you like them and abuse in relationships.
KS4 includes: types of contraception; types of STIs; teenage pregnancy; sexual consent; sexual assault laws; pornography; sleep education and FGM.
KS5 includes: fertility issues; parenting; abusive relationships; pornography and sexual consent.

Pupils with particular physical or intellectual difficulties will receive appropriately differentiated support in order to enable them to achieve mature knowledge, understanding and skills. Teaching methods will be adapted to meet the varying needs of this group of pupils.

9. Assessments and Reporting

The delivery of RSE is monitored by the Head of PSHE through walks, book scrutinies, lesson observations and student voice as detailed in the school calendar. Pupils' development in RSE is monitored by form teachers through the use of recall assessments completed at the end of each term.

This policy will be reviewed every two years. At every review, the policy will be approved by the governing body.

10. Links to other Policies

This RSE policy is to be delivered as part of the PSHE framework. It includes guidelines about pupil safety and is compatible with the school's other policy documents, for example the PSHE policy and Safeguarding Policy.

Policy Developed by: Jeanette Steward, Senior Vice Principal

Date Adopted: September 2026

Reviewing Committee: Student Support

Frequency of Review: 3 Years

Date last reviewed: September 2026

To be reviewed by: September 2029

Name REBECCA COURTAUX Signature R Courtaux.

Committee: Chair of Governors