



Robert Clack School of Science

Whole School Relationships and Sex Education Policy 2026 - 2027

Approved by Executive Headteacher:

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Signed by Chair of Governors:

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1. Aims

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

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

1.1 Policy Development and Approval

This policy has been produced through:

- Consultation with staff, including teaching staff, safeguarding leads and SENCO
- Consultation with pupils through pupil survey
- Consultation with parents
- Review of statutory guidance (DfE Relationships Education, RSE and Health Education guidance 2019)
- Consideration of the school's context, values, and community needs

Policy approval:

- This policy is approved by the governing board
- The headteacher is responsible for implementation
- The PSHE lead oversees curriculum delivery

Policy review:

- This policy will be reviewed every three years, or sooner if:
 - Statutory guidance changes
 - Safeguarding concerns emerge requiring curriculum changes
 - Significant feedback is received from stakeholders
 - The school context changes significantly
- The next review is due by September 2029
- Reviews will involve consultation with staff, pupils, parents, and governors

2. Statutory requirements

From September 2026 it will be mandatory for all schools to follow the updated [DfE Statutory Relationships Education, Relationships and Sex Education \(RSE\) and Health Education Guidance](#) (DfE, July 2025), made under sections 34 and 35 of the [Children and Social Work Act 2017](#).

This guidance makes RSE compulsory for all secondary students, and Health Education compulsory for all secondary students other than for those in Independent schools where PSHE is already statutory.

We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996

- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Robert Clack School, we teach RSE as set out in this policy.

3. Definitions for Relationships and Sex Education (RSE) and Health Education

“RSE enables the physical, cultural, social and emotional development of students. It provides young people with the knowledge, skills, attitudes and positive values to have happy, healthy and safe relationships, both intimate and non-intimate, understand the legal aspects of human relationships, to enjoy their sexuality, to take responsibility for their sexual health and well-being, and to develop an understanding of tolerance and diversity, now and in the future.”

“Health Education is learning about the characteristics of good physical health and mental wellbeing and the equally important role that each of these play in our everyday lives. It explores the important role that physical health has on our mental health and vice versa. Health Education supports our young people to understand about health-related choices and behaviours, both mentally and physically, and take responsibility for their own in order to be happy, healthy and safe, now and in the future”

4. Curriculum

We have developed the curriculum taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

Primary RSE

Primary sex education, where appropriate, will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

Secondary RSE

Secondary relationships and sex education covers the following areas:

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

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents and 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).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

5. Delivery of RSE

At Key Stage 1 (Years 1 and 2), RSE is delivered through the Jigsaw PSHE (personal, social, health and economic) programme. Aspects of it are also covered in the wider taught curriculum, e.g. in science and RE lessons. We do not yet have a Key Stage 2 phase in our primary school.

At Key Stages 3 and 4, RSE is taught within the PSHE education curriculum.

The PSHE curriculum has been developed in line with guidance from the PSHE association and follows a model of:

- Regular timetabled lessons that are part of Form Time curriculum
- Drop down days where students have the opportunity to participate in workshops
- Use of assemblies and form time to discuss citizenship themes
- 'How to be happy' (Zumos) activities that focus on mental health and well-being.
- Cross-curricular links with RE and Science – biological aspects of RSE are also taught within the science curriculum, and other aspects are included in religious education (RE) during Years 7 and 8 and as part of the compulsory GCSE RE course studied during Years 9 and 10.

5.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
 - Safe and supported
 - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats
- Give careful consideration to the level of differentiation needed

5.2 Use of resources

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

5.3 Making Content Accessible to Pupils with SEND

We are committed to ensuring all pupils, including those with special educational needs or disabilities (SEND), can access high-quality RSE appropriate to their needs.

We will:

- Work with the SENCO to identify individual pupil needs and adapt teaching accordingly
- Use differentiated resources, including visual aids, simplified language, and practical activities
- Provide additional time for processing information where needed
- Use age-appropriate rather than ability-appropriate content, recognising that pupils with SEND may be more vulnerable to exploitation
- Ensure teaching about consent, boundaries, and keeping safe is reinforced regularly and in accessible formats
- Provide staff with training on adapting RSE for pupils with SEND

6. Use of external organisations and materials

External providers are used to deliver some aspects of the RSE curriculum. We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We will:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with pupils' developmental stage
 - Comply with:
 - This policy
 - The [Teachers' Standards](#)
 - The [Equality Act 2010](#)
 - The [Human Rights Act 1998](#)
 - The [Education Act 1996](#)
 - Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
 - Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
 - Review any case study materials and look for feedback from other people the agency has worked with
 - Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed
 - Ask to see in advance any materials that the agency may use
 - Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
 - Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
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- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

7. Roles and responsibilities

7.1 The governing board

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

7.2 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 9).

7.3 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.

Staff responsible for the RSE curriculum

Mrs C Doyle Jeffery

Mr S Connolly

7.4 Pupils

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

8. Parents' right to withdraw

Relationships Education: Parents do not have the right to withdraw their children from relationships education, as this is statutory for all pupils.

Sex Education: Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE, except for those aspects included in the statutory science curriculum (e.g., puberty, reproduction).

Primary phase: Parents can request withdrawal from sex education covering how a baby is conceived and born (beyond the science curriculum requirements).

Secondary phase: Parents can request withdrawal from sex education topics including sexual intercourse and related content (beyond the science curriculum requirements).

Withdrawal Process:

Parents should submit a written request using the form in Appendix 1 of this policy and addressed to the headteacher

Three terms before the child turns 16, the child can request to receive sex education. The school will arrange this, and it will be provided unless there are exceptional circumstances.

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

9. Training

Relevant staff are trained on the delivery of RSE as part of their continuing professional development.

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 where appropriate.

10. Monitoring and Evaluation

10.1 Monitoring Methods

Curriculum delivery is monitored through:

- Learning walks and lesson observations by senior leaders and PSHE lead
- Review of lesson plans and teaching resources
- Work scrutiny and assessment of pupil understanding
- Staff feedback and self-evaluation
- Pupil voice activities (surveys, pupil voice feedback)
- Parent feedback
- Analysis of behaviour and safeguarding data to identify emerging issues

10.2 Evaluation and Impact

We evaluate the effectiveness of RSE by:

- Assessing pupils' knowledge and understanding through age-appropriate methods
- Monitoring pupils' ability to apply learning (e.g., reporting concerns, making healthy choices)
- Tracking safeguarding referrals and patterns
- Reviewing pupil wellbeing data
- Gathering feedback from external providers
- Comparing our provision against statutory guidance and best practice

10.3 Reporting

- The PSHE lead reports annually to the governing board on RSE delivery and impact
- The governing board reviews the effectiveness of the policy every three years
- Findings inform curriculum development and staff training needs

11. Parent's Access to Curriculum Materials

We are committed to working in partnership with parents and recognise the importance of transparency about what is taught in RSE.

Parents can view curriculum materials by:

- Requesting to view resources by contacting Mrs C Doyle Jeffery or Mr S Connolly
- Accessing information on the school website, including curriculum overviews and key resources
- Arranging an appointment with the PSHE lead to discuss specific lessons or topics

We will:

- Provide reasonable notice before teaching particularly sensitive topics
- Explain the context and age-appropriateness of materials
- Be available to answer questions and address concerns
- Respect that parents are the primary educators of their children about relationships and sex

12. Responding to Pupil's Questions

Teachers will answer pupils' questions appropriately, in line with the school's RSE policy and the pupil's age and developmental stage.

12.1 Questions Outside the Curriculum (Primary)

If a primary pupil asks a question about sex education topics that the school does not cover in its curriculum:

- The teacher will acknowledge the question positively
 - The teacher will explain that this topic will be covered when they are older, or that it's a question best discussed with their parent/carer
 - The teacher will not provide detailed information beyond the agreed curriculum
 - The teacher will inform the parent/carer that the question was asked, so they can follow up at home if appropriate
 - The question will be logged and may inform future curriculum planning
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12.2 Questions from Pupils Withdrawn from Sex Education

If a pupil who has been withdrawn from sex education asks questions related to that content:

- The teacher will acknowledge the question
- The teacher will explain sensitively that their parent/carer has asked for them not to learn about this topic at school
- The teacher will suggest the pupil discusses the question with their parent/carer at home
- The teacher will not provide the information the parent has withdrawn consent for
- The teacher will inform the parent/carer that the question was asked
- The pupil will be supported to understand this arrangement without feeling isolated or stigmatised

12.3 Safeguarding Concerns

If any question or comment raises safeguarding concerns, staff will follow the school's safeguarding policy and procedures immediately.

Appendix 1: 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			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	