

Relationships and Sex Education Policy



Equalities Statement

In our Trust we work to ensure that there is equality of opportunity for all members of our community who hold a range of protected characteristics as defined by the Equality Act 2010, as well as having regard to other factors which have the potential to cause inequality, such as socio-economic factors.

Document Management	
Version Number:	V2
Date Approved:	September 2026
Next Review Date:	September 2027
Approved By:	Board of Directors
Responsible For:	Director of Primary/Secondary

Policy Revision Log	
Date	Version No. Brief Detail of Change
March 2022	V1 - No changes
April 2025	V2 - Scheduled review

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1. Scope

This policy applies to all schools within Swale Academies Trust.

2. Aims

The aims of relationships and sex education (RSE) within our Trust 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
- Support character development to prepare young people for the future

3. Statutory Requirements

At our schools we must provide relationships education 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 and part 6, chapter 1 of the Equality Act 2010.

At our schools we teach RSE as set out in this policy.

4. Policy Development

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

1. Review – a cross-Trust working group pulled together all relevant information including relevant national and local guidance.
2. Staff consultation – 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 share their views and thoughts about the policy.
4. Pupil voice – we investigated what exactly pupils want and need from their RSE. We continually seek the views of our pupils as we refine and develop the RSE curriculum.
5. Ratification – once amendments were made, the policy was shared with local governing bodies/challenge committees and ratified.

5. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about positive relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity at developmentally appropriate levels across the different phases.

RSE involves a combination of sharing information, and exploring issues and values in a safe and inclusive environment.

RSE is not about the promotion of sexual activity.

6. Curriculum

The curriculum, as set out by the department for Education can be found by following the links below:

[Primary Relationships Education Curriculum](#)

[Secondary Relationships Education Curriculum](#)

Our RSE curriculum is set out as per Appendices 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents and carers, pupils and staff, and taking into account the age, developmental stage, needs (such as cultural and religious 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.

We may amend our curriculum content to respond to the needs and context of our pupils, to discuss issues affecting them in an age-appropriate manner. We will inform parents and carers of any deviation from our published policy in advance, and share any relevant materials on request.

We will share all curriculum materials with parents and carers on request.

7. Delivery of RSE

Across our Trust schools, RSE is 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, LGBTQ+ 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).

High quality resources support our RSE provision and delivery. These are reviewed regularly and enable the RSE curriculum to be embedded across all areas of the curriculum as an integral part of daily school life. Teachers will make sure that all pupils' views are listened to, and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the age of the pupils.

The programme will be designed to focus on boys as much as girls, and activities will be planned to make sure both are actively involved.

Biological aspects of RSE are taught within the science curriculum, and other aspects maybe included in religious education (RE). RSE is taught within the broader curriculum, details of which can be found in Appendix 1.

In our **primary** schools relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships

- Online safety and awareness
- Being safe

The following statements outline what is covered within our **primary** RSE curriculum in addition to the statutory science curriculum:

- Preparing boys and girls for the changes that adolescence brings (beyond the factual and anatomical teaching of puberty and the human body covered in the science curriculum)
- How a baby is conceived and born

For more information about our RSE curriculum, see Appendix 1.

In our **secondary** schools, RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships, including:

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

It is important for secondary pupils to know what the law says about certain topics covered in RSE, particularly in relation to the law and young people. This will help pupils identify what is right and wrong, and can provide a foundation of knowledge for deeper discussion. These topics include, but are not limited to:

- Marriage, including forced marriage and civil partnerships
- Consent, including the age of consent
- Domestic abuse, stalking, rape, sexual offences, female genital mutilation (FGM), ‘virginity testing’ and hymenoplasty
- Sexual abuse, harassment and exploitation, including public sexual harassment and harmful sexual behaviour
- Online behaviours including image and information sharing (including sexual imagery, youth-produced sexual imagery and including AI-generated sexual imagery and deepfakes). Pupils should understand the law about online sexual harassment and online sexual abuse, including grooming and sextortion
- Pornography
- Abortion
- The protected characteristics
- The age of criminal responsibility

In both primary and secondary schools RSE complements several other curriculum subjects. Where appropriate, the school will look for opportunities to make links between the subjects and integrate teaching. The RSE curriculum will be delivered by appropriately trained members of staff.

Teachers will make sure that pupils understand the importance of equality and respect, and learn about the law relating to the protected characteristics, as set out in the Equality Act 2010, by the end of their secondary education. The curriculum is designed to focus on pupils of all gender identities and expressions, and activities will be planned to make sure all are actively involved.

Throughout each year group we will use appropriate material to assist learning, such as:

- Diagrams
- Videos
- Books
- Games
- Discussions and practical activities

Teachers will make sure that all pupils' views are listened to, and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the age of the pupils.

For more information about our RSE curriculum, see Appendices 1.

8. Inclusive & Adaptive Teaching for all including Pupils with Special Education Needs and Disabilities (SEND)

RSE is accessible for all pupils. We will teach about these topics in a manner that considers how a diverse range of pupils will relate to them and is sensitive to all pupils' experiences. We recognise the importance of planning teaching to be accessible for all pupils including those with special educational needs and disabilities. High quality teaching that is adapted and personalised will be the starting point to ensure accessibility.

8.1 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

9. External Agencies

To ensure the safety and quality of our RSE provision, the school follows a rigorous vetting process for all external agencies and contributors. We only collaborate with organisations that demonstrate full transparency and align with our legal duties and where we have full confidence in the agency and its resources. This includes:

- **Vetting & Compliance:** All agencies and speakers undergo standard safeguarding checks and are vetted to ensure they are compliant with this policy and do not promote extreme political positions or undermine fundamental British values. This includes a review of their data protection protocols and procedures regarding the use of personal data or the taking of photographs during sessions.

- **Transparency:** We do not work with agencies that restrict the legal obligation to share materials with parents and carers.
- **Content Review:** All materials and resources are reviewed in advance to ensure they are age and developmental stage appropriate, evidence-based, politically impartial, and compliant with the *Equality Act 2010* and *Teachers' Standards*.
- **Oversight:** A school member of staff will remain present during all external sessions. Staff retain the authority to pause or terminate any session that deviates from agreed content or school policy.

10. Equality

Under the provisions of the Equality Act 2010, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership or sexual orientation (collectively known as the protected characteristics).

Within the Trust we make reasonable adjustments to alleviate disadvantage and are aligned with the SEND Code of Practice & Mainstream Core Standards when planning for these subjects.

11. Roles and responsibilities

11.1 The Governing Body

Local Governing Bodies are authorised to adopt the policy and ratify any local modifications in the policy. Local Governing Bodies will monitor the ongoing implementation of this policy.

11.2 The Headteacher

Headteachers are responsible for ensuring that RSE is taught consistently in schools across the Trust and for managing requests, where appropriate, to withdraw pupils from non-statutory/non-science components of RSE (see section 8).

11.3 Staff

All staff in all schools across the Trust 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
- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny, homophobia and stereotypes
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the school's designated safeguarding lead (DSL) following the schools Child Protection and Safeguarding Policy.

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 of their school.

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. Parents' Right to Withdraw

Parents do not have the right to withdraw their children from relationships education.

In our Trust **primary** schools parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE as outlined below and in appendix 1. This includes:

- Preparing boys and girls for the changes that adolescence brings (beyond the factual and anatomical teaching of puberty and the human body covered in the science curriculum)
- How a baby is conceived and born

In our Trust **secondary** schools 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 review and arrange this accordingly.

Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the headteacher of the school. A copy of withdrawal requests will be placed in the pupil's educational record. An appropriate leader will discuss the request with parents, take appropriate action and provide the parents/carers with their decision in writing.

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

13. Training

Staff should have access to training and expertise within school on the delivery of RSE as part of their continuing professional development.

The headteacher may also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE as appropriate.

14. Assessment and Monitoring

The delivery of RSE is monitored by leadership teams in our Trust schools through systems including (but not limited to):

- planning scrutinies
- learning walks
- pupil voice & pupil conferences

Pupils' development in RSE is monitored as part of our internal assessment systems and are used to ensure all pupils gain a sound knowledge of all curriculum areas. Appropriate support and intervention is put in place as needed.

This policy will be reviewed by a cross-Trust working party annually. After every review, the policy will be approved by Trustees and then adopted by local governing bodies.

Appendix 1: Curriculum map

Year 7	
Term 1:	Celebrating Diversity and Equality
Term 2:	Health and Wellbeing
Term 3:	Relationships and Sex Education
Term 4:	Rights, Responsibilities & British Values
Term 5:	Careers, Aspirations and Earning Money
Term 6:	Staying Safe Online and Offline
Year 8	
Term 1:	Relationships and Sex Education
Term 2:	Health and Wellbeing
Term 3:	Celebrating Diversity and Equality
Term 4:	Rights, Responsibilities & British Values
Term 5:	Careers, Aspirations and Earning Money
Term 6:	Staying Safe Online and Offline
Year 9	
Term 1:	Relationships and Sex Education
Term 2:	Health and Wellbeing
Term 3:	Relationships and Sex Education
Term 4:	Rights, Responsibilities & British Values
Term 5:	Careers, Aspirations and Earning Money
Term 6:	Staying Safe Online and Offline
Year 10	
Term 1:	Celebrating Diversity and Equality

Term 2:	Relationships and Sexual Health Education
Term 3:	Health and Wellbeing
Term 4:	Rights, Responsibilities & British Values
Term 5:	Staying Safe Online and Offline
Term 6:	Life Beyond School
Year 11	
Term 1:	Staying Safe Online and Offline
Term 2:	Relationships and Sexual Health Education
Term 3:	Health and Wellbeing
Term 4:	Life Beyond School
Year 12	
Term 1:	Religion
Term 2:	Life Beyond School
Term 3:	Health, Safety and Diversity
Term 4:	Personal Finance
Term 5:	Drugs and Risk Education
Term 6:	Positive Wellbeing
Year 13	
Term 1:	Religion
Term 2:	Personal Finance
Term 3:	RSE
Term 4:	Emotional Wellbeing
Term 5:	Drugs and Risk Education

Length	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
7	Celebrating Diversity & Equality Lesson 1 What is Your Identity.pdf Lesson 2 Nature's Nurture.pdf Lesson 3 Equality.pdf Lesson 4 Breaking down stereotypes.pdf Lesson 5 Multicultural Britain.pdf Lesson 6 Prejudice and Discrimination.pdf Lesson 7 Challenging Islam	Equality and Diversity Explored Lesson 1 Equality act.pdf Lesson 2 Equality and Equality Lesson 3 Gender Equality.pdf Lesson 4 Public sexual harassment Lesson 5 Challenging sexism.pdf Lesson 6 Racism and discrimination in society.pdf	Health & Wellbeing How Self Esteem Changes Media and Air brushing unrealistic body image expectations MBT - Bullying in all its forms Dealing with Grief and Loss (A. Hargreaves) Cancer Prevention - Healthy Lifestyles First Aid - How to Administer CPR (CuffballGames) First Aid - How to Administer CPR (CuffballGames)	Staying Safe Online and Offline Honour Based Violence Forced Marriage & Breast Ironing Online Gambling (Games in App Store) Social Media Validation Keeping your data safe (social networks) Causes of Knife Crime Modern Day Slavery	RSE Child on Child Abuse Fertility - what impacts it Alcohol, Parties and Bad Choices Importance of Sexual Health Revisiting Contraception Respect Love and Relationships Revisiting STIs	RE unit RE unit	Drugs and risk education Drug classifications Festivals, drugs and nitrous oxide Cannabis products explored The war on drugs New Psychoactive Substances GHB (the date rape drug) First Aid - DR ABCD recovery position
7	Health & Wellbeing Lesson 1 Puberty.pdf Lesson 2 Girls puberty.pdf Lesson 3 Boys puberty.pdf Lesson 4 Puberty hygiene Lesson 5 Growing up (link) Lesson 6 Consent, Hygiene Lesson 7 Self Esteem and	Rights, Responsibilities & British Values Lesson 1 British Values.pdf Lesson 2 Conspiracy Theory.pdf Lesson 3 Extremism in all its forms.pdf Lesson 4 What is Terrorism.pdf Lesson 5 The Radicalisation Lesson 6 Counter terrorism.pdf Lesson 7 What is Co	RSE What is a Penis - Body confidence What is a vulva - Body Confidence Contraception Condom lesson Treating STIs & clinics Sexual Harassment & Stalking HIV and AIDS	RSE FGM Sexing Online Pornography (Niche vs. Reality) Domestic Abuse and Domestic Violence Sexualisation of the media Unhealthy Relationships, Sexual Assault and Rape Porn and its impact on Society - Lesson 2	Health & Wellbeing Physical Health - Cancer (Testicular) Physical Health - Cancer (Cervical and Breast) Organ donation and Blood Donation Teenage Pregnancy - Choices Abortion (Laws, Moral, Thoughts and Feelings) Challenges of Parenthood	Essential life skills Earning money Is university for me? Challenges of parenthood First Aid - DR ABCD recovery position First Aid - How to Administer CPR (CuffballGames) First Aid - Severe bleeding, making First Aid - Strokes and heart attacks	RSE Porn and impact on society Fertility and what impacts it Respect and relationships Importance of sexual health Revisiting contraception Revisiting STIs
6	RSE Lesson 1 What makes a relationship work.pdf Lesson 2 Consent and Boundaries.pdf Lesson 3 Friendships and Relationships.pdf Lesson 4 Respect & Relationships.pdf Lesson 5 Being Positive.pdf Lesson 6 Pressure and Influences	Staying Safe Online and Offline Lesson 1 Who is at Risk of Countersurveillance (Boys and Girls) Lesson 2 CDO.pdf Lesson 3 Alcohol and Staying Safe Lesson 4 Cyber-bullying and Trolls Lesson 5 Child	Essential life skills Failure to Succeed Social Media and Online Stress Importance of Happiness Anger Management Employment & Financial Importance of saving money	Health & Wellbeing Child Sexual Abuse (CSA) Screen Time & Safe use of Mobile Phones Suicide (Thoughts and Feelings) Self-Harm (Causes and Support) Common Types of Mental Illness Promoting Emotional Wellbeing	Staying Safe Online and Offline Virtual reality & Live Streaming Drugs - Substance Addiction Drugs - New Psychoactive Substances Drugs - Festivals and Nitrous Oxide Drugs and the War on Drugs Cosmetic and Aesthetic Procedures	Drugs and risk education Alcohol safety Substance misuse Drugs and their effects Drug classifications LSD explained MDMA and ecstasy explored	Emotional wellbeing Causes of mental health Looking after yourself first Importance of physical health and improving body image and exploring Stress and life events, exercise and Striking balance in life
5	Essential life skills Lesson 1 The importance of money.pdf Lesson 2 What is Your Transition Point in Your Life.pdf Lesson 3 Careers and Aspirations.pdf Lesson 4 Financial	Essential life skills Lesson 1 Proud to be me.pdf Lesson 2 Boosting your Self Esteem.pdf Lesson 3 Enterprise Skills.pdf Lesson 4 Careers and Aspirations.pdf Lesson 5 Exploring Careers.pdf	Rights, Responsibilities & British Values Critical thinking & Fake News What is a cult Exploring British Values Human Rights and their Balancing Human Rights	Understanding the law USE POLICE ONLINE RESOURCES How can we balance freedom of expression? What is extremism? What is radicalisation? What are public order offences? Is it ok to protest?	Essential life skills Inflation and our pockets Managing a household budget game Borrowing money and the risks Job searching F&A Mock interview First aid refresher	Health, safety and diversity Diversity and equality in the UK Toxic masculinity and men Knife crime and society Managing my anger and How is cancer diagnosed?	RE unit RE Unit
6	Staying Safe Online and Offline Lesson 1 Avoiding Gangs.pdf Lesson 2 Staying Safe Online.pdf Lesson 3 The Dangers of Alcohol.pdf Lesson 4 The Dangers of Smoking.pdf Lesson 5 E-Cigarettes and Vaping.pdf Lesson 6 Energy Drinks and Alcohol.pdf Lesson 7 Knife Crime and Staying Safe	Health & Wellbeing Lesson 1 Mental health.pdf Lesson 2 Body image.pdf Lesson 3 Healthy Eating and Diet.pdf Lesson 4 Stress Management.pdf Lesson 5 Types of Bullying.pdf	Staying Safe Online and Offline Introduction to Drugs Education Different Types of Addictions Cannabis Drugs and their classifications Party drugs Illegal drugs Wildlife substance abuse	Essential life skills Instagram Generation (its OK to be different) Targeted Advertising - Online Marriage - What is it? (Pope) Consumer Protection & Rights Rights and Responsibilities Exploring a pay slip	Exams, revision and intervention	Personal Finance Taxes and the UK Banks, buildings societies and money Types of employment P45 and P60 Different types of debt Income and state benefits Role of trade unions and employment rights	Personal Finance Payment methods used in the UK Managing a household budget game Borrowing money and the risks Value for money and making more of it Going abroad and understanding foreign currency Inflation and our pockets
8	New Rights, Responsibilities & British Values Lesson 1 Relationships and Sex Education.pdf Lesson 2 Healthy Relationships and Consent.pdf Lesson 3 Conflict and How to Manage it.pdf Lesson 4 Sexual Orientation.pdf Lesson 5 Consent.pdf Lesson 6 What is Love.pdf Lesson 7 Introduction to Contract Law	RSE Lesson 1 Relationships and Sex Education.pdf Lesson 2 Healthy Relationships and Consent.pdf Lesson 3 Conflict and How to Manage it.pdf Lesson 4 Sexual Orientation.pdf Lesson 5 Consent.pdf Lesson 6 What is Love.pdf Lesson 7 Introduction to Contract Law	RSE FGM FGM - Sexual consent & Law STIs RSE - Delaying Sexual Activity RSE - Why have Sex? RSE - Relationships and partners FGM and the Law	Health and Wellbeing Immunisation and Vaccination Youth Decay and Dental Health Eating Habits Eating Disorders Stress how to manage it 1,2 Public sexual harassment First aid - use River website First aid	Positive wellbeing Dealing with depression Stress and exam performance Dealing with anxiety Fears, phobias and anxiety Dealing with stress and sleep hygiene Promoting emotional wellbeing Resilience and Bereavement Public sexual harassment		

Content uploaded to google classroom - Not

Appendix 2: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS AND SENT TO: ***School to Insert name and email address***			
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	Member of Staff:
Agreed actions/ discussion with parents	Decision Taken

