



Aspire Relationships and Sex Education Policy

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Reviewed by:	Executive Team, Trustee Board Ratified by Trustees
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1. Purpose and context

Our school's ethos is to lead with love. Teachers engage with students, build rapport through demonstrating kindness and support students in developing a love of learning and a love of self/self-love and develop tolerance and respect towards others.

The aims of relationships and 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

Our RSE programme aims to deliver the ethos of Aspire ensuring the students feel valued, respected, loved and cared for in an appropriate way for each student.

2. Statutory requirements

As a secondary academy, we must provide RSE to all students under section 34 of the [Children and Social Work Act 2017](#).

In teaching RSE, we're 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](#).

We also have regard to 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 Aspire, we teach RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, students and trustees.

The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – PSHE, Science department staff and SLT were given the opportunity to look at the policy and make recommendations
3. Student consultation – we investigated what exactly students want from their RSE through class based discussions
4. Ratification – once amendments were made, the policy was shared with trustees and ratified

4. Definition

RSE supports the emotional, social and cultural development of students, and involves learning about respect, relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring values and the law.

RSE is not about the promotion of sexual activity.

At Aspire, we want to enhance the student's self-belief, risk management skills and to support the students in finding and accessing help (signposting support strategies and organisations) and increasing awareness of this support for use (when appropriate) in the future.

5. Curriculum

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

We have developed the curriculum in consultation with trustees, students and staff, taking into account the age, developmental stage, needs and feelings of our students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that students are fully informed and do not seek answers online (from inaccurate sources).

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum.

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

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

We take into account student's prior learning and life experiences by determining students' prior knowledge or misconceptions.

Topics will be presented in a balanced manner and based on fact.

Teaching is kept relevant to student's needs through making connections between the learning they receive in PSHE, in the core themes of Relationships, Health and Wellbeing and Living in the Wider World.

For more information about our RSE curriculum, see Appendices 1 and 2.

We will create a safe and supportive learning environment by using clear classroom 'ground rules' and a safeguarding policy that is understood by all (adults and children) is important in creating this.

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.

6.1 Inclusivity

We will teach about these topics in a manner that:

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

We will also:

- Make sure that students 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 adaptations needed for each student

6.2 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 students in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our students
- 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 students' experiences and won't provoke distress

7. Use of external organisations and materials

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 students. 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 students' 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
- 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

8. Roles and responsibilities

8.1 The Trustees

- The board of Trustees will hold the CEO to account for the implementation of this policy.
- The board of Trustees has delegated the approval of this policy to the Executive Leadership Team.

8.2 The Head of PSHE

The Head of PSHE, in conjunction with the respective Head of School or Service, is responsible for ensuring that RSE is taught consistently across Aspire, and for managing requests to withdraw students from [non-statutory/non-science components] of RSE (see section 9).

8.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual students
- Responding appropriately to students 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.

8.4 Students

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

9. Parents' right to withdraw

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 using the form found in Appendix 3 of this policy and addressed to the Head of School.

A copy of withdrawal requests will be placed in the student's educational record.

The Head of School or Service will discuss the request with parents and take appropriate action.

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

Parents wishing to exercise that right, are asked to make an appointment to meet the Head of PSHE or Head of Science or Head of School to discuss the issues, although they are under no obligation to do so. This should be granted up to three terms before their child turns 16. Once a child is withdrawn, they cannot take part in later sex education without parental approval.

Some parts of sex and relationship education are compulsory - these are part of the National Curriculum for Science and the Relationship education as covered in PSHE.

Parents can withdraw their children from all other parts of Sex Education if they want to.

As per Government guidelines, there is no right to withdraw from Relationships Education at secondary, as the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught. At Aspire, this will be taught as part of the PSHE curriculum.

10. Training

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

The Head of School or Head of PSHE 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.

11. Monitoring arrangements

The delivery of RSE is monitored by the Head of PSHE and SLT, through departmental meetings, Inset activities, lesson observations, performance management, data recording, learning walks, SEND walks, book reviews, curriculum related expectation records, CPD, student progress (data) recording and our internal assessment systems.

The policy will be reviewed annually by the Head of PSHE and Head of Science.

At every review, the policy will be approved by the Executive Leadership Team.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

RSE LONG TERM OVERVIEW						
	<i>Autumn 1</i>	<i>Autumn 2</i>	<i>Spring 1</i>	<i>Spring 2</i>	<i>Summer 1</i>	<i>Summer 2</i>
KS3		Developing respect for beliefs, values and opinions and advocacy skills: • Stereotypes, prejudice and discrimination • Promoting diversity and equality	Developing agency and strategies to manage influence and access support: • Introduction to contraception • Online choices and influences	Developing self-confidence and self-worth: • Puberty and managing change • Body satisfaction and self-concept	Developing assertive communication, risk management and support-seeking skills: • Rights in the community • Relationship boundaries • Unwanted contact • FGM and forced marriage Developing communication and negotiation skills, clarifying values and strategies to manage influence: • Healthy relationships • Boundaries and consent • LGBT+ inclusivity • 'Sexting' Developing assertive communication, clarifying values and strategies to manage influence:	Developing decision making, risk management and support-seeking skills: • Sexually transmitted infections (STIs) • Contraception

					• Healthy/unhealthy relationships • Consent • Relationships and sex in the media	
Yr 10		Developing empathy and compassion, strategies to manage influence and assertive communication: • Relationship expectations • Impact of pornography • Identifying and responding to abuse and harassment			Developing respect for diversity, risk management and support seeking skills: • Nature of committed relationships • Forced marriage • Diversity and discrimination	
Yr 11		Developing communication and negotiation skills, risk management and support-seeking skills: • Relationship values • Maintaining sexual health • Sexual health services • Managing relationship challenges and endings	Developing confidence, agency and support-seeking skills: • Making safe and healthy lifestyle choices • Health promotion and self-examination	Developing empathy and compassion, clarifying values and support-seeking skills: • Families and parenting • Fertility, adoption, abortion • Pregnancy and miscarriage • Managing grief and loss		

Appendix 2: By the end of secondary school students should know

TOPIC	STUDENTS SHOULD KNOW
Families	• That there are different types of committed, stable relationships • How these relationships might contribute to human happiness and their importance for bringing up children • What marriage is, including their legal status, e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony • Why marriage is an important relationship choice for many couples and why it must be freely entered into • The characteristics and legal status of other types of long-term relationships • The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting • How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed
Respectful relationships, including friendships	• The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship • Practical steps they can take in a range of different contexts to improve or support respectful relationships • How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice) • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help • That some types of behaviour within relationships are criminal, including violent behaviour and coercive control • What constitutes sexual harassment and sexual violence and why these are always unacceptable • The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal

TOPIC	STUDENTS SHOULD KNOW
Online and media	• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them • What to do and where to get support to report material or manage issues online • The impact of viewing harmful content • That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail • How information and data is generated, collected, shared and used online
Being safe	• The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships • How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)

TOPIC	STUDENTS SHOULD KNOW
Intimate and sexual relationships, including sexual health	• How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship • That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others • That they have a choice to delay sex or to enjoy intimacy without sex • The facts about the full range of contraceptive choices, efficacy and options available • The facts around pregnancy including miscarriage • That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help) • How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing • About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment • How the use of alcohol and drugs can lead to risky sexual behaviour • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

Appendix 3: 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	Include notes from discussions with parents and agreed actions taken. <i>Eg: Joe Bloggs will be taking part in all relationship lessons and during the sex education lessons, he will be found an alternative relationships based activity in a separate location.</i>