Relationships and Sex Education (RSE) Policy

Temple Learning Academy

Date Reviewed: September 2025
Next Review Due: September 2026
Approved by: Stuart Huddleston

1. Rationale and Ethos

At Temple Learning Academy we believe that Relationships and Sex Education (RSE) is a vital part of preparing pupils for life in modern Britain. Our RSE programme aims to equip students with the knowledge, skills, and values to develop healthy, respectful relationships, to understand their bodies, and to make informed decisions.

We aim to create a culture of openness, respect, and inclusion, where students feel safe and supported to learn and ask questions.

'Children and young people need knowledge and skills that will enable them to make informed and ethical decisions about their wellbeing, health and relationships. High quality, evidence-based teaching of relationships, sex and health education (RSHE) can help prepare pupils for the opportunities and responsibilities of adult life, and can promote their moral, social, mental and physical development.' (Relationships Education, Relationship and Sex Education and Health Education Guidance, GOV.UK)

2. Legal Requirements

This policy has been written to comply with:

- The DfE statutory guidance on RSE (2020)
- The Education Act 1996
- The Equality Act 2010
- Our safeguarding and child protection policies

All schools are required to provide Relationships Education in primary school and Relationships and Sex Education in secondary school. Health Education is also statutory for all pupils in state-funded schools.

3. Definition of RSE

Relationships and Sex Education (RSE) is lifelong learning about physical, moral, and emotional development. It is about understanding the importance of:

- Healthy relationships
- Respect, consent, and boundaries
- Love and care
- Reproduction, sexuality, and sexual health
- Personal identity and safety

RSE is not about promoting sexual activity.

4. Aims and Objectives

Our RSE programme aims to:

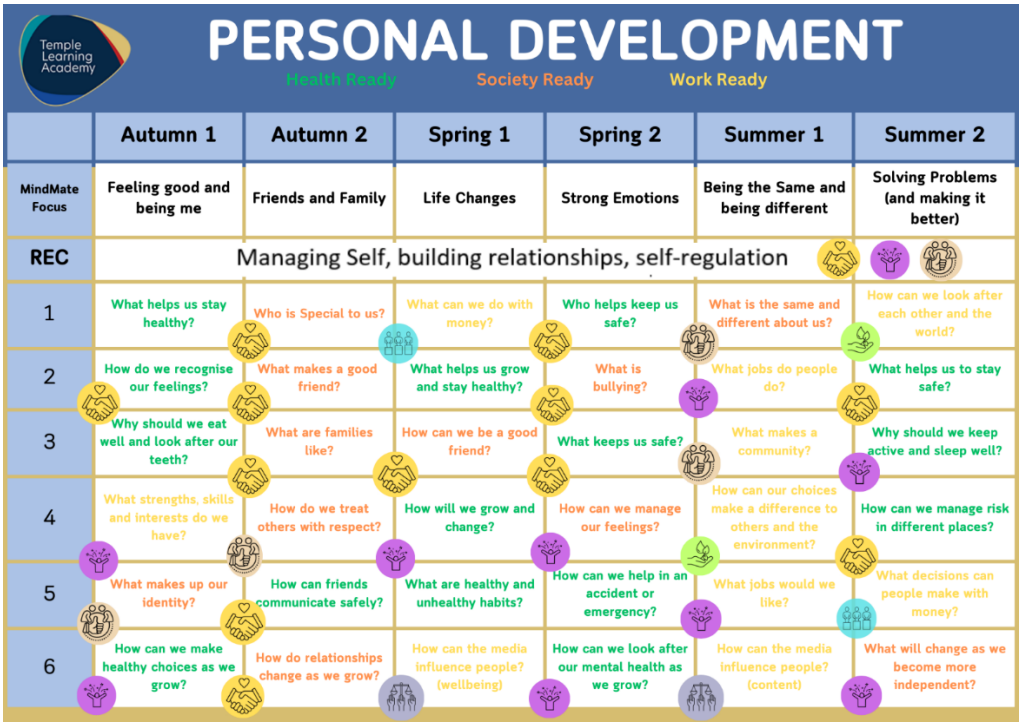
- Provide accurate, age-appropriate information
- Promote healthy and respectful relationships
- Foster self-esteem and confidence
- Teach the importance of consent and personal boundaries
- Prepare pupils for the physical and emotional changes of puberty
- Promote equality and challenge stereotypes
- Support pupils to stay safe, including online

5. Curriculum Content

The content of the RSE curriculum is age-appropriate and builds on pupils' understanding each year. It includes:

In Primary School:

- Families and people who care for us
- Caring friendships and respectful relationships
- Online relationships and internet safety
- Being safe (including personal space and how to report concerns)
- Puberty (Year 4)
- Basic facts about puberty and the human body (Year 5 or 6)



In Secondary School:

- Healthy and unhealthy relationships
- Consent and sexual health
- Contraception and sexually transmitted infections (STIs)
- Online and media influences
- Sexual orientation and gender identity
- Pregnancy and choices
- Marriage and long-term commitment

1	2	3	4	5
Personal Safety	**Mental & Physical Wellbeing**	**Relationships (including friendships) and Sex Education.**	**Careers, Aspirations, finances and work-readiness**	**Community, Citizenship & Society**
Ensure students have the information they need to keep themselves safe in the modern world. This includes (but is not limited to): online safety;	Ensure students have the information they need to manage their physical and mental health and wellbeing. This includes (but is not limited to): nutrition; exercise; sleep and recovery; medical well-being.	This covers the statutory content as outlined in DFE guidance as well as coverage of healthy friendships managing conflict and reconciliation and social interactions.	Ensures our students are well equipped with the advice and guidance they need to plan and enact ambitious future plans – both for education and careers but their wider life choices and work readiness.	Ensuring our students understand their role in the modern political world as citizens and community members. This includes their political and civic rights and responsibilities as well as important cultural knowledge that helps them understand modern Britain.

Full curriculum maps are available on request or on our school website.

6. Delivery of RSE

- RSE is taught as part of our Personal Development PSHE (Personal, Social, Health and Economic Education) and Science curriculums.
- It may be delivered by class teachers, form tutors, and external visitors with appropriate training and supervision.
- Lessons are taught in a safe, inclusive, and supportive environment, and ground rules are established at the start of each unit.
- At times, pupils may ask questions that go beyond the scope of the school's RSE curriculum or relate to content from which they have been withdrawn. In such cases, staff will respond with sensitivity, keeping the pupil's wellbeing at the centre of their approach.
- Where appropriate, pupils may be encouraged to speak with their parents or a trusted adult, and staff may signpost them to suitable support services if needed. The school recognises that avoiding or ignoring such questions can lead pupils to seek information from potentially harmful or unreliable sources, especially online. Teachers will use their professional judgement to determine whether a question is suitable for discussion in the classroom and may defer a response if they feel it would be better addressed outside the lesson or with additional support.
- Staff will be offered training and guidance where necessary to help them respond confidently and appropriately to challenging or sensitive questions.

7. Parental Rights

- Parents/carers have the right to withdraw their child from the sex education elements of RSE (secondary school only), except for those parts taught in the Science National Curriculum or statutory Relationships and Health Education.
- Requests for withdrawal should be made in writing to the Headteacher. A meeting will be offered to discuss concerns.
- Where primary schools provide sex education, head teachers must automatically grant a request to withdraw a pupil from it, other than content that is taught as part of the science curriculum. In secondary, head teachers can refuse a request in exceptional circumstances, for example because of safeguarding concerns or a pupil's specific vulnerability.
- From three terms before the pupil turns 16, a pupil can choose to opt back into sex education even if their parent has requested withdrawal. For example, if a pupil turns 16 during the autumn term, the pupil can opt back into sex education at any time after the start of the previous autumn term. Schools should ensure that pupils know they have this option.

8. Safeguarding and Confidentiality

Teachers are aware that some topics may raise safeguarding concerns. If a child discloses information that raises a concern, staff will follow the school's safeguarding policy and report to the Designated Safeguarding Lead (DSL).

9. Inclusion and Equal Opportunities

Our RSE programme is inclusive of all students, regardless of:

- Gender
- Religion or belief
- Sexual orientation
- Special educational needs and disabilities (SEND)
- Cultural background

We ensure lessons are accessible, respectful, and reflective of all families and identities in our school community.

We are committed to ensuring that Relationships and Sex Education (RSE) is accessible to all pupils, including those with Special Educational Needs and Disabilities (SEND) and those for whom English is an Additional Language (EAL). We recognise that some pupils may need additional support to fully access the curriculum, and we adapt our teaching methods, resources, and pace of delivery accordingly. This may include the use of visual aids, simplified language, pre-teaching vocabulary, or small-group and one-to-one support. For pupils with SEND, RSE is carefully personalised to meet their developmental stage and learning needs, while maintaining high expectations for respectful relationships, consent, and personal safety.

10. Monitoring and Evaluation

The delivery of RSE is monitored by the Senior Leadership Team. This may include:

- Learning walks
- Pupil voice
- Staff feedback
- Parent/carer consultation

This policy is reviewed annually and updated to reflect any changes in legislation or guidance.

11. Roles and Responsibilities

- Principal and Deputy Principals (Stuart Huddleston, Alex Clark and Amy Thompson): Ensures RSE is delivered according to statutory requirements.
- Personal Development Leaders (Rachel Cowlard – Secondary / Lyndsey Durn – Primary): Oversees curriculum planning, staff training and resources.
- Teachers: Deliver high quality lessons confidently and sensitively. Staff are trained in the delivery of RSE as part of our continuing professional development. The principal could also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.
- Parents/Carers: Are partners in RSE and will be informed about what is being taught. They should read the RSE policy so they are familiar with what is being taught, ask questions and share their opinions.

12. Further Support and Resources

Additional guidance:

- DfE Statutory Guidance on RSE (2020)
- https://www.templelearningacademy.org/learning-at-tla/secondary-specific/personal-development-rsephsesmsc/

13. Consultation

This policy has been developed in consultation with staff, pupils and parents. Consultation was carried out on-line, through whole school newsletters and feedback opportunities, and through 'drop-in' opportunities. 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/governor consultation – all school staff and school governors were given the opportunity to look at the policy and make recommendations

3. Parent/Carer/Stakeholder consultation – parents/carers and any interested parties, including faith groups are able to access the policy on the school website and can feedback as they feel appropriate.

4. Student consultation – students were consulted through lessons in school. They were asked to reflect on whether the content of lessons and teaching approach gave them the information they needed and answered their immediate questions.

5. Ratification – once amendments were made, the policy was shared with the Governing Board and ratified.

Approved by Governing Body: 23rd September 2025
Policy Review Date: 23rd September 2025
Signed by Principal: