

Relationships, Health and Sex Education Policy KS3, KS4, KS5

July 2026

Title:	Relationships, Health and Sex Education Policy
Procedure Code:	TBC
Source:	St Paul's Way Secondary School
Document Owner:	Deputy Headteacher (Sixth Form and Co-curriculum)
Review & Update By:	Deputy Headteacher (Sixth Form and Co-curriculum)
Advisory Committee:	X
Approval Committee:	School Committee (Chair's action in interim)
Date Approved:	Sept 2026
Date of Publication:	September 2026
Date of Next Review:	September 2029
Required on Website:	Yes

Document Control

The table below contains the changes made between the different final editions of this document set for approval. This is to help provide information to those reviewing and approving the document of the changes being made.

Document Edition	Section	Details of change
1	1	Updated RSE definition
	3	Updated context
	4	Updated aims and ethos
	6	Updated Roles and responsibilities
	7	Updated Curriculum Content from September 2026 Onwards
	10	Updated The right to Withdraw
	11	Equality and Safeguarding
	12	Teaching and Resources
	14	Updated Appendix 1
		Updated Scope of Policy

Contents

Document Control	3
Updated Curriculum Content from September 2026 Onwards	3
Updated The right to Withdraw	3
Equality and Safeguarding	3
Teaching and Resources	3
Updated Appendix 1	3
Updated Scope of Policy	3
Definitions	6
Scope of the Policy	6
Context	6
Policy Aims and Ethos	6
Links to Legislation and Guidance Documents	7
0.1. Relevant Internal Policies	7
0.2. Relevant External Document	7
1. Development and Review of the Policy	7
This policy has been developed with regard to statutory guidance and in consultation with relevant stakeholders, including parents and carers. Pupils' views also inform the development and review of the school's RSHE provision. The policy will be reviewed regularly and whenever there are significant changes to statutory guidance or school provision.....	
Roles and Responsibilities	7
1.1. The Trust board	7
1.2. The Head of School	8
1.3. The Deputy Headteacher (Sixth form and Co-curriculum)	8
1.4. The Assistant Head for PSHE	8
1.5. PSHE Lead:	8
1.6. Staff	8
1.7. Pupils	8
Curriculum Content from September 2026 Onwards	9
Staff Training	9
Monitoring and Evaluation	10
The Right to Withdraw, and Withdrawal Process	10
Equality and Safeguarding	10
Teaching and Resources	11

Commented [FJ1]: Contents page doe snot match with headings.

Approval Signature12

Appendix 1- Overview of Statutory Relationships, Sex and Health Education Content.....13

2. Appendix 2 – Parent/Carer Request for Withdrawal from Sex Education within RSE.....14

To be completed by the parent/carers14

Definitions

The “Trust” refers to the company known as the University Schools Trust, East London and all Trustees, Governors and Staff who work within it.

A “School” refers to an individual academy within the Trust, as denoted by their Unique Reference Number. As such a ‘school’ may span one or several phases of education to the individual academies within the Trust. Depending on the context the term “School” may refer to a singular academy or to all of the academies within the Trust but as separate entities.

“Staff” refers to any individual who is employed by the Trust or who operates on the Trust’s behalf, e.g. Trustees and Governors.

A “Parent” includes the natural or adoptive parent of a pupil as well as any non-parent / carer who has parental responsibility including being involved in the day-to-day care of a pupil.

A “Pupil” includes any incoming or current pupil at any School within the Trust. It also includes any individual who was previously a pupil at any School within the Trust and who has left within the appropriate timeframe for consideration as necessary, e.g. complaints. The term pupil is used as standard by the UST in its policy documents but can be replaced with the term “student” or “child” with no change of definition.

The “Headteacher” is defined as the individual who has ultimate responsibility for a school in line with UST strategy, approach, ethos and values. Individual schools may have alternative titles for this position such as Executive Headteacher or Principal.

“RSE” is Relationships and Sex Education (RSE): RSE supports pupils’ emotional, social and physical development. It provides age-appropriate learning about healthy and respectful relationships, sexual health, sexuality, consent, diversity and personal identity, enabling pupils to make safe, informed and responsible choices.

Scope of the Policy

At St Paul’s Way Trust School, Relationships and Sex Education (RSE) and Health Education are provided to all secondary pupils in accordance with statutory requirements.

RSE supports pupils to develop healthy, safe and respectful relationships, make informed choices and keep themselves and others safe. All content is taught in an age-appropriate, inclusive and accessible way.

Context

Relationships, Sex and Health Education (RSHE), which encompasses Relationships and Sex Education (RSE) and Health Education, equips pupils with the knowledge and skills to make informed decisions about their health, wellbeing and relationships. It prepares pupils for adult life, supports their emotional, social and physical development, and helps them recognise and prevent harm.

Policy Aims and Ethos

The aims of Relationships, Sex and Health Education (RSHE) at St Paul’s Way Trust School are to:

- Safeguard pupils by equipping them with the knowledge and skills to recognise risk, prevent harm and keep themselves and others safe.
- Support pupils to develop healthy, safe and respectful relationships.

- Provide accurate, age-appropriate information that enables pupils to make informed and responsible decisions about their health, wellbeing and relationships.
- Develop pupils' self-respect, resilience, empathy and respect for others.
- Provide a safe framework in which sensitive issues can be discussed and understood.
- Prepare pupils for the opportunities, responsibilities and experiences of adult life.

Links to Legislation and Guidance Documents

The Links to Legislation Guidance Documents section is to provide a list of external or internal (as separated by the sub-sections) which have either directly informed the development of the policy or would be useful additional reading in parallel to the policy. The list here should be bullet points with more details and where appropriate clickable links added to the Appendix 2 section. This should be referenced in this section if appropriate.

0.1. Relevant Internal Policies

This policy should be read alongside the following other policies:

- RSHE Policy SPWP
- PSHE and SMSC Policy
- Anti-Bullying Policy
- E-Safety Policy
- Child Protection and Safeguarding
- Behaviour Policy

0.2. Relevant External Document

This policy follows statutory legislation and guidance as defined in the following documents

- Children and Social Work Act 2017
- Education Act 1996
- Equality Act 2010
- Relationships Education, Relationships and Sex Education (RSE) and Health Education, Department for Education, July 2025 (Statutory Guidance effective from 1 September 2026).

1. Development and Review of the Policy

This policy has been developed with regard to statutory guidance and in consultation with relevant stakeholders, including parents and carers. Pupils' views also inform the development and review of the school's RSHE provision. The policy will be reviewed regularly and whenever there are significant changes to statutory guidance or school provision.

Roles and Responsibilities

1.1. The Trust board

The school committee has the responsibility to:

- Ensure the school meets its statutory duties
- Approve the policy
- Monitor implementation and impact
- Support the Head of School and staff

1.2. The Head of School

The Head of School is responsible for:

- Ensuring statutory requirements are met
- Engaging with parents, particularly regarding sensitive content
- Managing withdrawal requests from sex education
- Ensuring PSHE connects with whole-school safeguarding and behaviour approaches

1.3. The Deputy Headteacher (Sixth form and Co-curriculum)

The deputy headteacher is responsible for:

- Supporting the Assistant headteacher with policies and ensuring statutory requirements are met
- Ensuring PSHE connects with whole-school safeguarding and behaviour approaches

1.4. The Assistant Head for PSHE

The assistant Head for PSHE is responsible for:

- PSHE lead and teaching staff
- Engaging with parents, particularly regarding sensitive content
- Ensuring adequate resources and professional development
- Ensuring PSHE connects with whole-school safeguarding and behaviour approaches

1.5. PSHE Lead:

The subject Leader/ PSHE lead is responsible for:

- Planning the PSHE curriculum, including RSE
- Co-ordinating training for staff on delivery of RSE
- Co-ordinating external visits to supplement the school's in-house PSHE curriculum
- Monitoring and supporting staff with delivery of RSE

1.6. Staff

Staff are responsible for:

- Delivering high-quality PSHE in line with this policy
- Reinforcing PSHE learning throughout school life
- Responding appropriately to disclosures and concerns
- Modelling the values and behaviour promoted through PSHE
- Engaging with professional development

1.7. Pupils

Pupils are expected to engage fully in Relationship and Health Education and, when discussing issues related to RHSE, treat others with respect and sensitivity.

Pupil Voice:

Annual Pupil surveys, student council meetings, focus group curriculum evaluation informs future RSHE provision.

Parents/Parent Consultation:

Parents received communication about the new RSE guidance and invited to a Coffee morning to discuss the content and Long-term plan. Parent queries/feedback is through a form and reviewed before informing curriculum development. To further reflect transparency, parents have access to the school website which contains the Long term map, RSE policy and Withdrawal form.

Curriculum Content from September 2026 Onwards

At St Paul's Way Trust School, Relationships, Sex and Health Education (RSHE) forms part of the wider Personal Development curriculum. Personal Development is delivered through tutor-time programmes, enrichment activities, themed assemblies, targeted workshops, including those facilitated by external agencies, and dedicated Personal Development lessons.

At Key Stage 3, pupils also receive a discrete CPSHE curriculum. Years 7 and 8 receive 100-minute CPSHE lessons, alongside dedicated careers education through the Unifrog platform. Year 9 receives a 50-minute CPSHE lesson each fortnight.

The KS3 curriculum is sequenced across Years 7–9 and includes learning about:

Mental and physical health and wellbeing;
Puberty, self-esteem and managing emotions;
Respectful and healthy relationships, families, consent and abuse;
Equality, identity and protected characteristics;
Online safety, social media, harmful content, AI and deepfakes;
Exploitation, grooming, gangs and knife crime;
drugs and alcohol;
democracy, citizenship, belonging, discrimination and the law.

At Key Stage 4, statutory RSHE content continues to be delivered through the wider Personal Development programme, including dedicated 100-minute Personal Development lessons once each half-term, supported by tutor-time provision, assemblies, enrichment and targeted workshops.

Relevant statutory content is also taught through the National Curriculum for Science.

Detailed curriculum content and sequencing are set out in the school's published CPSHE and Personal Development curriculum maps.

Staff Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar. Staff will have the opportunity to give feedback related to RSE, including feedback on training, support and lesson delivery in the classroom. This evaluation will be used to inform and identify training needs and ways in which RSE provision can be enhanced further.

Guiding principles of RHSE Provision:

Strong, transparent engagement with pupils, staff and parents.
Positivity
Careful sequencing through Spiral curriculum
Relevant and responsive
Skilled participative teaching
Whole- school approach

Monitoring and Evaluation

The subjects will be monitored and evaluated in school by the Curriculum Leader for PSHE, as well as the wider Senior Leadership Team. It is important these subjects are consistently monitored to ensure confidence levels of teachers are maintained and the delivery and content is consistent across the school.

The Right to Withdraw, and Withdrawal Process

There is no parental right to withdraw pupils from Relationships Education, Health Education or statutory content taught through the National Curriculum for Science.

Parents have the right to request that their child is withdrawn from some or all of the sex education delivered as part of RSE. Before granting a request, the school will discuss the request with the parent and, where appropriate, the pupil. Except in exceptional circumstances, the request will be granted up to three terms before the pupil turns 16.

From three terms before the pupil turns 16, the pupil may choose to receive sex education even where their parent has requested withdrawal. The school will make arrangements for this to take place. Requests for withdrawal should be made in writing to the Associate Headteacher using the form in Appendix 2. Pupils who are withdrawn will receive appropriate, purposeful education during the period of withdrawal.

Equality and Safeguarding

St Paul's Way Trust School is committed to meeting its duties under the Equality Act 2010. Through RSE and the wider Personal Development curriculum, pupils are taught to respect others, challenge discrimination and understand the protected characteristics.

The school actively challenges sexism, misogyny, homophobia, sexual harassment, harmful stereotypes and other forms of prejudice and discrimination.

LGBT, Sexual Orientation and Gender Reassignment

Pupils are taught about equality and respect and about all protected characteristics under the Equality Act 2010, including sexual orientation and gender reassignment.

Pupils have opportunities to explore the features of stable and healthy same-sex relationships. This content is integrated appropriately within the RSHE curriculum rather than taught solely as a standalone topic. Sexual health education is relevant and inclusive for all pupils.

Pupils are taught the facts and the law relating to biological sex and gender reassignment, including protection from discrimination. Where topics are contested, teaching is balanced and does not present contested views as fact. All pupils are taught to treat others with respect and dignity, and bullying or discriminatory behaviour is not tolerated.

Challenging Stereotypes and Promoting Respect

The curriculum actively challenges harmful stereotypes and attitudes that can contribute to prejudice, discrimination, harassment or abuse.

Pupils are supported to recognise and challenge stereotypes relating to sex, race, religion, disability, sexual orientation and other protected characteristics. Teaching develops pupils' understanding of respect, consent, equality and healthy relationships, including how harmful attitudes and behaviours may present themselves both online and offline.

SEND and Inclusion

RSE is accessible to all pupils, including those with SEND. Teaching is adapted where appropriate to ensure pupils can understand key concepts relating to relationships, consent, boundaries, risk and personal safety. The PSHE team works with the SEND team to ensure appropriate adaptations and support are provided, while maintaining high expectations for all pupils.

Safeguarding and Disclosures

RSE forms an important part of the school's safeguarding provision. Through the curriculum, pupils develop the knowledge, vocabulary and confidence to recognise unsafe or abusive situations, understand appropriate boundaries, seek help and report concerns.

Where a pupil makes a disclosure or a member of staff identifies a safeguarding concern during RSE or Personal Development, staff must follow the school's Child Protection and Safeguarding Policy and established reporting procedures.

Staff remain subject to all statutory safeguarding and mandatory reporting duties, including those relating to Female Genital Mutilation (FGM).

Teaching and Resources**Resources**

RSE is taught using age-appropriate, evidence-based and factual resources that support the statutory curriculum. Resources are selected and quality assured by the PHSE lead to ensure they are appropriate to pupils' age and developmental stage and are inclusive and accessible, including for pupils with SEND.

Where appropriate, external agencies may support delivery. The school remains responsible for the content taught and will ensure that external resources and visitors are appropriately checked and aligned with the school's curriculum, safeguarding procedures and values.

Where appropriate, some aspects of RSE may be taught in single-sex groups. This will be determined according to the needs of pupils and the nature of the content being taught.

Parents and carers will be provided with clear information about the RSE curriculum and a representative sample of the resources used. All curriculum materials used to teach RSHE will be available for parents and carers to view on request, subject to appropriate arrangements to protect copyright. The school will not enter into agreements with external providers that prevent curriculum materials from being made available to parents.

Pupils' Questions

RSE provides pupils with opportunities to ask questions in a safe and respectful environment, including through anonymous questions where appropriate.

Teachers will answer questions honestly, factually and in an age-appropriate manner, while maintaining appropriate professional boundaries. Teachers will not answer questions where doing so would be inappropriate to the pupil's age or developmental stage or fall outside the intended curriculum.

Where a question cannot appropriately be answered within the lesson, staff will acknowledge it sensitively and, where appropriate, signpost the pupil to a parent/carer, trusted adult or appropriate source of support.

Where a pupil has been withdrawn from sex education, staff will not provide teaching from the content from which the pupil has been withdrawn in response to an individual question. The question will be acknowledged

sensitively and the pupil will, where appropriate, be encouraged to discuss it with their parent/carer or another appropriate source of support.

Where a question or discussion raises a safeguarding concern or leads to a disclosure, staff will follow the school's Child Protection and Safeguarding Policy and established reporting procedures.

Families and Relationships

For up-to-date information about our RSE curriculum, see the school's [Personal Development curriculum](#).

We ensure that no pupil is stigmatised because of their family or home circumstances. Teaching reflects the diversity of family life, including single-parent families, LGBT parents, families headed by grandparents or other relatives, adoptive families, foster families and other family structures.

Teaching also recognises sensitively that some pupils may have different structures of care and support around them, including looked-after children and young carers. Pupils are taught that families may look different from one another and that stable, caring and supportive relationships are important to children's wellbeing. Pupils are also taught about healthy intimacy, positive relationships, relationship skills and satisfaction/wellbeing.

Approval Signature

Signature of (enter position e.g. Chair)

Print name	Dr Joe Hall, Chair of Governors
Date	September 2026

Appendix 1- Overview of Statutory Relationships, Sex and Health Education Content

Relationships and Sex Education

Relationships and Sex Education (RSE) is compulsory for all secondary-aged pupils. There is no right of withdrawal from Relationships Education; the arrangements for withdrawal from sex education are set out within this policy.

By the end of secondary school, pupils will have been taught about:

- Families – The characteristics of healthy and stable relationships; marriage and civil partnerships; different types of committed relationships and families; how relationships can contribute to wellbeing; and how to recognise unsafe or unhealthy relationships.
- Respectful relationships, including friendships – Healthy friendships and relationships; respect, equality, boundaries and consent; stereotypes and prejudice; bullying, sexual harassment and sexual violence; coercive and controlling behaviour; and how to seek help. Conflict resolution.
- Online and media – Rights, responsibilities and opportunities online; online relationships; harmful content and behaviours; pornography and its potential impact; image sharing, including intimate images; online exploitation and grooming; and how information and images can be manipulated, including through AI.
- Being safe – Consent and the law; personal boundaries; recognising abusive, exploitative or coercive relationships; grooming and exploitation; sexual harassment and violence; and how and where to seek support.
- Intimate and sexual relationships, including sexual health – Healthy intimate relationships; readiness for sexual activity; consent; contraceptive methods and choices; pregnancy and pregnancy choices; sexually transmitted infections, including HIV; accessing sexual and reproductive health services; and the emotional, physical and legal implications of sexual relationships.
- Fertility and Menopause: fertility, reproductive health, menopause

Health Education

Health Education is compulsory for all secondary-aged pupils and there is no right of withdrawal.

By the end of secondary school, pupils will have been taught about:

- Mental wellbeing – Emotional wellbeing, recognising and managing emotions, resilience, common mental health concerns, recognising when support is needed and how to access appropriate help.
- Grief, loss and bereavement
- Internet safety and harms – The impact of online activity on wellbeing; excessive use; harmful content; online abuse and exploitation; recognising misinformation; accessing medically accurate information and strategies for managing online risks, with reference to AI and manipulated images.
- Physical health and fitness – The benefits of physical activity, maintaining an active lifestyle and the relationship between physical and mental health.
- Healthy eating – The principles of a healthy and balanced diet and the relationship between diet and long-term health.
- Drugs, alcohol, tobacco and vaping – The facts and risks associated with legal and illegal substances, including addiction and the health risks associated with smoking, vaping, alcohol and drugs.
- Health protection and prevention – Personal hygiene, sleep, dental health, sun safety, vaccination and immunisation, blood and organ donation, health screening and accessing health services.
- Basic first aid – Responding to emergencies, CPR and the use of defibrillators.
- Changing adolescent body – Puberty, physical and emotional changes, menstrual and reproductive health and understanding how bodies change during adolescence.
- Menstrual and Gynaecological Health:
 - Menstrual health
 - Heavy menstrual bleeding
 - Endometriosis
 - PCOS

Version Control		
Date	Version	Comments
July 2026	2	

- Reproductive health knowledge

Relevant statutory content is also taught through the National Curriculum for Science.

2. Appendix 2 – Parent/Carer Request for Withdrawal from Sex Education within RSE

To be completed by the parent/carers

Name of pupil:
Year group/class:
Name of parent/carers:
Date:
Please outline your request for withdrawal from some or all of the sex education delivered as part of RSE:
Please provide any additional information you would like the school to consider:
Parent/carers signature:
Date:

To be completed by the school

Date request received:
Date of discussion with parent/carers:
Pupil's views considered, where appropriate:
Outcome of request and agreed arrangements:
Alternative education arrangements during withdrawal:
Name and role of member of staff:
Signature:
Date:

Version Control		
Date	Version	Comments
July 2026	2	

Version Control		
Date	Version	Comments
July 2026	2	