Relationship and Sex Education (RSE) Policy			
Date	Review Date	Owner	Nominated Governor
January 2026	January 2027	Jane Maclennan	Daniel Childerhouse

Guidance

- **Integrating RSE with Safeguarding:** Schools must ensure RSE is delivered within the school's safeguarding framework. The updated guidance emphasizes that RSE should equip pupils with knowledge to recognize risks and keep themselves safe, including online.
- **Revised RSE Guidance:** The DfE has released updated Relationships, Sex, and Health Education (RSHE) guidance for implementation, with KCSIE 2025 signposting to these new standards.
- **Gender-Questioning Children:** The 2025 updates to KCSIE and the forthcoming RSHE guidance place increased emphasis on handling matters related to gender-questioning children within a protective, and child-centred framework.
- Relationships Education, Relationships and Sex Education (RSE) and Health Education (for introduction 1 September 2026)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education (for teaching until 31 August 2026)

Policy aims and principles

Relationship and Sex Education (RSE) aims to inform children and young people about relationships, emotions, sex, sexuality and sexual health. It enables them to develop personal and social skills and a positive attitude to sexual health and well-being.

At Future Education, we believe that high quality Relationships and Sex Education will stay with our students for life. RSE is not about encouraging teenagers to become sexually active nor is it about promoting any particular lifestyle of relationship choice. RSE is about providing students with the knowledge, skills and confidence to make safe, healthy and informed relationship choices as young people and in the future as adults. RSE at Future Education is set within an innovative curriculum fit for the world our young people are living in. We believe in empowering our students to understand their bodies, to reflect on their relationship values and to be able to openly discuss relationships and sex. We believe that this approach will reduce the risk of unhealthy and abusive relationships. At Future Education, we are committed to the important role that RSE plays in students' holistic education and we aim to build on the RSE programmes covered in primary school and previous secondary school experiences. The theme of consent underpins all of our RSE units. We introduce students to the importance of consent from year 9 and this is revisited on a yearly basis.

Our aims:

Our school is committed to relationships and sex education which:

- Is an identifiable part of our personal, social, health and economic (PSHE) education curriculum, which has planned, timetabled lessons across year 9, 10 and 11

- Is taught by staff trained in RSE and PSHE (with expert visitors invited in to enhance and supplement the programme where appropriate)
- Goes hand in hand with safeguarding and the understanding that many of our students may have been subjected to unsafe frightening sexual experiences.
- Understands that the students at Future Education have social and emotional needs which include finding it difficult to navigate relationships.
- Works in partnership with parents and carers, informing them about what their children will be learning and about how they can contribute at home
- Delivers lessons where students feel safe and encourages participation by using a variety of teaching approaches with opportunities to develop critical thinking and relationship skills
- Is based on reliable sources of information, including about the law and legal rights, and distinguishes between fact and opinion
- Promotes safe, equal, caring and enjoyable relationships and discusses real-life issues appropriate to the age and stage of students, including friendships, families, consent, relationship abuse, sexual exploitation and safe relationships online
- Gives a positive view of human sexuality, with honest and medically accurate information, so that students can learn about their bodies and sexual and reproductive health in ways that are appropriate to their age and maturity
- Gives students opportunities to reflect on values and influences (such as from peers, media, faith and culture) that may shape their attitudes to relationships and sex, and nurtures respect for different views
- Includes learning about how to get help and treatment from sources such as the NHS and other health and advice services, including reliable information online.
- Fosters gender equality and LGBTQ+ (lesbian, gay, bisexual, trans, questioning) equality and challenges all forms of discrimination in RSE lessons and in every-day school life
- Meets the needs of all students with their diverse experiences - including those with special educational needs, SEMH and disabilities
- Seeks students' views about RSE so that teaching can be made relevant to their real lives and assessed and adapted as their needs change
- This policy is consistent with all other policies adopted by Future Education and is written in line with current legislation and guidance.

Statutory requirements.

As an independent specialist secondary school we provide RSE to all students under section 34 of the Children and Social Work Act 2017.

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

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

The trauma informed approach.

Future Education bases its approach to behaviour on the neuroscience of developmental trauma.

All our students have ACES (adverse childhood experiences) this means that very often their responses to day to day life are fearful and dysregulated especially around managing relationships.

RSE is an area of the curriculum that needs to be approached with sensitivity and understanding of the student's needs due to the trauma many have been subjected to.

Future Education Staff use key relational responses and this is particularly important in teaching RSE

Affect Attunement - Being able to meet a young person's emotional intensity (positive or negative) on an energetic level so that they can connect with you.

Active listening and empathetic response - Really focuses on what the young person is saying and then responds empathetically. Staff need to actively listen rather than passively hear.

Showing the young person that you have understood what they have said about their painful, emotional or positive experience. – your face and body position show's it

Containment - Being able to share a child's pain so that "what is shareable becomes bearable." (Dan Siegel) Being able to stay thinking about and feeling into their pain in order to validate their feelings instead of deflecting into action or distraction.

Monitoring and review

This policy will be reviewed annually or in the following circumstances:

- changes in legislation and / or government guidance
- as a result of any other significant change or event
- in the event that the policy is determined not to be effective

This policy will be reviewed by the Head teacher in conjunction with the PSHE teacher on an annual basis. Any changes needed to the policy, including changes to the programme, will be implemented by the Head teacher.

Any changes to the policy will be clearly communicated to all members of staff involved in the Relationships and Sex Education (RSE) and Health Education programme.

Definition

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

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

RSE is not about the promotion of sexual activity.

Delivery of RSE

RSE and Health education is taught by our PSHE and RSE teacher who is responsible for the overall planning, implementation and review of the programme.

RSE and Health education will be conducted in accordance with legislation and DfE statutory guidance and will be monitored and reviewed on an annual basis.

The programme will be delivered on a weekly basis by the PSHE teacher. Students may be taught in mixed ability, mixed gender or single sex groupings.

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- 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.

Where RSE is delivered in the timetable

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	week 7		Week 7	Week 8	Week 9	Week 10	Week 11	week 12	week 13
families		respectful relationships			online and media			being safe		INTIMATE AND SEXUAL				
Positive relationships Parenthood		Respectful relationships LGBTQ Social influences			Online bullying CSE Social influences		Half term	Discrimination law/ hsb		Consent Contraception STI Reproductive systems Birth				

RSE is delivered as part of the PSHE timetable. All documentation around curriculum and schemes of work can be found on Teams in Teaching and Learning team.

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, makes 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 level of differentiation needed

Learning overview/

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

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
- In line with KCSIE
- 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 agencies.
- 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 will not 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

Roles and responsibilities

The governing board

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

The governing board has delegated the approval of this policy to the Headteacher

The Head teacher

The Head teacher is responsible for ensuring that RSE is taught consistently across the school, for sharing resources and materials with parents and carers, and for managing requests to withdraw students from components of RSE (see section 9).

Staff

Staff are responsible for:

Delivering RSE in a sensitive way, using the trauma informed approach.

Modelling positive attitudes to RSE

Parents' right to withdraw

Parents/carers have the right to withdraw their child 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 and addressed to the headteacher.

The Deputy Headteacher will discuss the request with parents/carers and take appropriate action.

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

Monitoring arrangements

The delivery of RSE is monitored by the Assistant Headteacher – Curriculum and the Deputy Headteacher through work scrutiny, observations, learning walks.

Students' development in RSE is monitored by class teachers as part of our internal assessment systems.

Staff responsible for teaching RSE are the PSHE lead teacher and PSHE - tailored delivery lead teacher

This policy will be reviewed by the Head teacher and the Deputy Head teacher. At every review, the policy will be approved by all governors including named governor for PSHE and RSE

Safeguarding, reports of abuse and confidentiality

At the heart of these subjects there is a focus on keeping children safe, we play an important role in preventative education. Keeping Children Safe in Education (KCSIE) sets out that all schools and colleges should ensure children are taught about safeguarding, including how to stay safe online, as part of providing a broad and balanced curriculum.

We follow good practice guidelines allowing children an open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports. Children will be made aware of how to raise their concerns or make a report and how any report will be handled. This process will include when they have a concern about a friend or peer.

All staff know what to do if a student makes a disclosure ensuring that if the student or others are at risk, then the information **must** be passed on to the Designated Safeguarding Lead (or deputy)

Equal opportunities

We understand and abide by The Equality Act 2010, and fully respect the rights of students and staff members. Under the provisions of the Equality Act, we will not unlawfully discriminate against students 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). We will also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for these subjects.

We are dedicated to delivering the relationship and sex education (RSE) with sensitivity and respect, avoiding any derogatory or prejudicial terms which may cause offence

Assessment

A strong curriculum will build on the knowledge students have previously acquired, including in other subjects. Lessons covering these areas will be planned to ensure that students of differing abilities, including the most able are suitably challenged. Learning will be assessed throughout the lessons using assessment for learning techniques and information used to identify where students need extra support or intervention.

Linked Policies

- Curriculum
- Equality and diversity
- Relationships and Behaviour
- Whole school safeguarding policy.

Headteacher:	Debbie Edwards	Date:	January 2026
Chair of Governing Body:	Daniel Childerhouse	Date:	January 2026