



## RELATIONSHIPS & SEX EDUCATION (RSE) POLICY 2025-26

This Policy was developed in response to sections 8 to 12 of the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2025, mandatory from 2026) along with guidance from the PSHE Association.

### Our Principles and Values

In addition, Cannock Chase High School believes that Relationships and Sex Education (RSE) should:

- be an integral part of the lifelong learning process, beginning in early childhood and continuing into adult life;
- be an entitlement for all young people;
- encourage every student to contribute to make our community better and aims to support each individual as they grow and learn;
- be set within the wider school context and support family commitment and love, respect and affection, knowledge and openness. Family is a broad concept, not just one model, e.g. nuclear family. It includes a variety of types of family structure and acceptance of different approaches;
- encourage students and teachers to share and respect each other's views. We are aware of different approaches to sexual orientation, without promotion of any particular family structure. The important values are love, respect and care for each other;
- generate an atmosphere for sensitive discussion where questions and discussion on sexual matters can take place without any stigma or embarrassment;
- recognise that parents/carers are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents/carers and students, consulting them about the content of programmes whilst seeking their views;
- recognise that the wider community has much to offer and we aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers, for example through our health days.

### Aims

The aim of RSE is to provide balanced factual information about human reproduction, together with consideration of the broader emotional, ethical, religious and moral dimensions of sexual health. Our RSE programme aims to prepare students for an adult life in which they can:

- develop positive values and a moral compass that will guide their decisions, judgements and behaviour, have the confidence and self-esteem to value themselves and others and have respect for individual conscience and the skills to judge what kind of relationship they want;

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- understand the consequences of their actions and behave responsibly within sexual and personal relationships;
- avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex;
- communicate effectively by developing appropriate terminology for sex and relationship issues;
- develop awareness of their sexuality and understand human sexuality, challenge sexism and prejudice and promote equality and diversity;
- understand the arguments for delaying sexual activity;
- understand the reasons for having protected sex;
- have sufficient information and skills to protect themselves and, where they have one, their partner from uninvited/unwanted conceptions and sexually transmitted infections including HIV;
- be aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary;
- know how the law applies to sexual relationships.

The above aims are approached in a non-judgmental, balanced and factual manner.

## 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 404 to 407 of the Education Act 1996;
- Part 6, chapter 1 of the [Equality Act 2010](#);
- The Public Sector Equality Duty (PSED) (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 Cannock Chase High School, we teach RSE as set out in this policy.

## Policy Development

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

1. **Review** – A working group of staff, including members of the Pastoral Team and the Designated Safeguarding Lead (DSL) led by the Deputy Headteacher, pulled together all relevant information including relevant national and local guidance.
2. **Staff consultation** – All school staff were given the opportunity to look at the policy and make recommendations. Following implementation of the curriculum, staff delivering the curriculum had regular opportunities to feedback about the content of the curriculum.

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3. **Parent/stakeholder consultation** –parents/carers are provided with information about the RSE curriculum.
4. **Student consultation** – We investigated what exactly students wanted from their RSE and we continue to do so mainly through the Student Council.
5. **Ratification** – Once amendments were made, the policy was shared with Governors and ratified.

## **What is Relationship and Sex Education?**

Relationship and Sex Education includes learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, other stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. RSE involves a combination of sharing information and exploring issues and values. It is not about the promotion of sexual activity.

We believe that RSE ensures that our students feel more confident and informed, respectful and responsible. Integrity and responsibility are two of our core values as a school and we believe that our RSE programme instills these values into our students. In planning our RSE curriculum, we take 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.

RSE has three main elements: attitudes and values, personal and social skills and knowledge and understanding. Our RSE programme provides factual information on a broad range of topics including: puberty, sexual health, sexuality, relationships, contraception, reproduction and pregnancy.

## **Organisation and Delivery of Relationship and Sex Education**

Cannock Chase High School specifically delivers Relationship and Sex Education through its Personal, Social, Health and Economic Education (PSHE) Programme (please see our PSHE and SMSC policy for more detailed information), Religious Education and Science lessons at KS3 and KS4. Lessons are set within the wider context of the PSHE curriculum and focus more on the emotional aspects of development and relationships, although the biological aspects of puberty and reproduction are also included. The Science National Curriculum is delivered by staff in the Science community. These lessons are more concerned with the physical aspects of development and reproduction, although the importance of relationships is not forgotten.

A Lead Teacher for PSHE, along with the Deputy Headteacher, oversee the planning and delivery of the PSHE and RSE curriculum. RSE is delivered as part of our PSHE curriculum at KS3 through a one-hour weekly lesson whereas at KS4 RSE is delivered for one hour per week by tutors as part of the tutor time programme. All staff who deliver the PSHE and RSE programme at KS4 are provided with regular training by the Lead Teacher for PSHE.

Any RSE lesson may consider questions or issues that some students will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When students ask

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questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time.

We consider the needs of all students, including those with Special Educational Needs and Disabilities by communicating with parents/carers, Directors of Year, tutors and the Inclusion Team led by the SENDCo and Assistant SENDCo.

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.

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/carers, families headed by grandparents/carers, adoptive parents/carers and foster parents/carers/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.

For more information about the details of RSE covered in each Year group, please see our PSHE and SMSC policy.

Assessment is carried out in each topic that is delivered for each Year group. Students are provided with Knowledge Organisers for each topic with key information that they are expected to learn. Students are then tested during each topic to check their knowledge. Regular discussion opportunities in PSHE lessons also gives staff the opportunity to assess students' learning.

To support the delivery of the PSHE and RSE programme, we have additional sessions and themed assemblies, often supported by external speakers who are experts in particular fields including a local GP who speaks to Year 7 students about puberty.

## Curriculum Content

Below is a summary of the topics covered in each Year group that relate to RSE specifically. Topics are mapped out as part of our PSHE curriculum.

Year Group	Topics
7	Friendships and bullying Romantic Relationships

	Family Relationships Puberty E-Safety
<b>8</b>	Dealing with change Managing Grief Love, sexual relationships and the law Marriage and parenthood Trust and consent Sexual Harassment
<b>9</b>	Intimacy How do you know you are ready? Contraception and STIs Consent Myths vs facts
<b>10</b>	Healthy online relationships Sexual images Pornography Sexual Health Teenage Pregnancy Pregnancy options Alcohol, drugs and sex
<b>11</b>	Fertility Pregnancy Childbirth Sexual Health

## Inclusion

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 is appropriate for them, for example in:

- a whole-class setting;
- small groups or targeted sessions;
- 1-to-1 discussions;
- digital formats;
- giving careful consideration to the level of differentiation needed.

### *Ethnic and Cultural Groups*

We intend our Policy to be sensitive to the needs of different ethnic groups. For some young people it may not be culturally appropriate for them to be taught particular items in mixed groups. We will respond to parental requests and concerns.

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### *Students with Special Educational Needs and Disabilities*

We will ensure that all young people receive sex and relationship education, and we will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary.

### *Sexual Identity and Sexual Orientation*

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. Young people, whatever their developing sexuality, need to feel that sex and relationship education is relevant to them.

## **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.

We will make sure that when we consult parents/carers we provide examples of the resources that the school plans to use.

## **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.

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- 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 are going to say;
- be clear on 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/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.

### **Deputy Headteacher**

The Deputy Headteacher is responsible for ensuring that RSE is taught consistently across the school, the quality of RSE provision and managing requests to withdraw students from (non-statutory/non-science) components of RSE. The Deputy Headteacher also has direct line management responsibility for the Lead Teacher for PSHE.

### **Lead Teacher for PSHE**

The Lead Teacher for PSHE is responsible for ensuring the PSHE and RSE curriculum is fully planned, regularly reviewed and monitored and supporting staff with the delivery of PSHE and RSE.

### **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/carers wish them to be withdrawn from the (non-statutory/non-science) components of RSE.

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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.

### **Students**

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

### **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 Headteacher 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.

### **Right of Withdrawal of Students from Sex and Relationship Education**

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

Some parents/carers prefer to take the responsibility for aspects of this element of education. In accordance with the 1993 Education Act, they have the right to withdraw their children from all or part of the Sex and Relationship Education except for those parts included in the statutory National Curriculum (i.e. in Science lessons) 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 and addressed to the Headteacher.

A copy of withdrawal requests will be placed in the student's educational record. The 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. We will make alternative arrangements in such cases. Parents/carers are welcome to review any RSE resources the school uses. As part of our PSHE curriculum, we communicate to parents/carers the curriculum that will be covered in RSE with their child.

### **Confidentiality, Controversial and Sensitive Issues**

Teachers cannot offer unconditional confidentiality. Teachers are not legally bound to inform parents/carers or Headteacher of any disclosure unless the Headteacher has specifically requested them to do so.

In a case where a teacher learns from an under 16-year old that they are having or contemplating sexual intercourse:

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- the young person will be persuaded, wherever possible, to talk to parent/carer and if necessary to seek medical advice;
- child protection issues will be considered and referred, if necessary, to the teacher responsible for Child Protection under the school's procedures;
- the young person will be properly counselled about contraception, including precise information about where young people can access contraception and advice services.

The teacher will need to fill in a 'My Concern' online form and inform the Designated Safeguarding Lead.

In any case where child protection procedures are followed, the teacher will ensure that the young person understands that if confidentiality has to be broken, they will be informed first.

Health professionals in school are bound by their codes of conduct in a one-to-one situation with an individual student, but in a classroom situation they must follow the school's confidentiality policy.

## **Monitoring and Evaluation of Relationship & Sex Education**

It is the responsibility of the Deputy Headteacher, along with the link Governor, to oversee and organise the monitoring and evaluation of RSE along with PSHE. The PSHE and RSE curriculum is regularly monitored through Learning Walks, discussions with staff, students and parents/carers and through the use of surveys. Students' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the Deputy Headteacher annually. At every review, the policy will be approved by Leadership Team and the Governing Body

<b>Last review date:</b>	<b>Next Review date:</b>	<b>Statutory Policy:</b>
February 2026	February 2027	Yes