



Relationships and Sex Education Policy

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Relationships and Sex Education Policy

All Saints' Academy, Cheltenham

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Introduction

The policies of All Saints' Academy, with its distinctive Anglican and Catholic foundation, exist to support the Sponsor's Christian vision, ethos and values that are embedded in the day-to-day and long-term running of the Academy. Each policy evidences the commitment of the Sponsor to developing Body, Mind and Spirit.

Our policies support the Trustees' vision and Christian ethos, promoting the development of **Body, Mind and Spirit**. This Relationships and Sex Education (RSE) Policy reflects our commitment to human dignity, compassion, justice and respect for all.

RSHE at All Saints' Academy is rooted in the belief that every person is created in the image of God and therefore worthy of love, respect and care. Our approach recognises the importance of strong, healthy relationships in enabling young people to flourish and live responsibly in modern Britain.

This policy is written in accordance with:

- DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance (current edition)
- Keeping Children Safe in Education (current edition)
- Equality Act 2010
- Education Act 1996
- Church of England Charter for Relationships, Sex and Health Education

Relationships Education (primary), Relationships and Sex Education (secondary) and Health Education are statutory. Parents/carers do not have the right to withdraw students from Relationships or Health Education.

Relationships and Sex Education Policy Statement

This policy outlines the Academy's approach to Relationships and Sex Education (RSE). It is underpinned by our Christian ethos and promotes:

- The dignity and worth of each person made in the image and likeness of God.
- The importance of individuals coming together in mutual support and regard, to live and work for the good of humankind and the glory of God.
- The need for responsibility and recognition of the consequences of behaviour within relationships.

What is RSE?

'The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships.' DfE RSE Guidance

Rationale and Ethos

- This policy covers our Academy's approach to the delivery of Relationships and Sex Education (RSE).
- As a church school, we believe that the Christian faith provides guidance and principles for humans on how to enjoy fulfilling relationships.
- We believe RSE is important for students and our Academy because it is vital in helping students learn to live confident, healthy, independent and respectful lives. It plays an important role in helping students understand and cope with the changes to their body, emotions and social experiences during their time at the Academy and prepares them for the opportunities, responsibilities and experiences of adult life.
- Students learn the significance of marriage and stable, committed relationships as building blocks of families, communities and society. Students are taught about sex, sexuality and sexual health in the wider context of respectful, loving and caring relationships.
- We ensure RSE is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND) by ensuring that all resources are accessible and appropriate and by using

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inclusive language in the classroom. We recognise that some students will be more vulnerable to abuse and exploitation than their peers and may be confused about what is acceptable behaviour. The Progress Leader, Tutor, PSHRE Progress Leader, SENDCO, Welfare Officer and Designated Safeguarding Lead will collaborate where appropriate to support such vulnerable students, so that they are able to protect themselves and learn acceptable behaviours.

- We ensure RSE fosters gender equality and LGBTQI+ equality by never assuming all intimate relationships are between people of opposite sexes, all classes are mixed in terms of abilities and disabilities, experiences, backgrounds and sexual identities, use of inclusive language, inclusion of LGBTQI+ people in case studies and scenarios. There will be no direct promotion of any particular sexual orientation, but staff will deal honestly and sensitively with any examples raised. Any form of bullying e.g. homophobic abuse, linked with LGBTQI+ will be dealt with following procedures in the Anti-Bullying Policy.

The Trustees recognise that it is their duty to ensure that a programme of Relationships and Sex Education for students is provided which supports parents/carers in their key role as guides in this.

Legal Requirements

The Department for Education introduced compulsory Relationships Education for primary pupils and Relationships and Sex Education (RSE) for secondary pupils from September 2020. Also, from September 2020 it was made compulsory for all schools to teach Health Education.

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Roles

Parent

We work in partnership with parents and carers to provide relationships and sex education that promotes healthy, resilient relationships set in the context of character and virtue development. This involves dialogue with parents and carers, as well as discussing the resources used to teach their children and how they can contribute at home. It must, however, be recognised that the law specifies that what is taught and how it is taught is ultimately a decision for the school.

Parents/carers have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE, but not Relationships or Health Education. A request to withdraw a child from sex education should be made in writing to the Principal.

Trustees

The 1996 Education Act states that responsibility for the school's policy on RSE belongs to the Board of Trustees. They are required to ensure that there is an up-to-date RSE Policy that is available for parents to read both published on the Academy website and as a hard copy on request. The Board of Trustees should ensure the policy is consistent with other relevant Academy policies (e.g. SEND; Safeguarding; Anti-Bullying).

Principal

Responsibility for the implementation of the RSE policy is delegated to the Principal, in liaison with the Trustees, parents, Diocesan Education Department and the Local Authority. It is the task of the Principal to integrate RSE into the curriculum.

RSE Progress Leader

An appropriately trained RSE Leader oversees curriculum planning, as well as Professional Development, training and support for staff. With Trustees and the Principal, this person ensures that there is a planned process for informing parents about RSE in the school. Elements of RSE will be delivered in different curriculum areas, particularly RE, Science and PSHE.

Teachers, Tutors and other Adults

Relationship and Sex Education is a whole Academy issue. All staff are involved in developing the personal and social skills that contribute to human flourishing. As well as delivering curriculum content in the classroom, staff are also role models around the Academy, giving examples of conflict resolution and establishing relationships of mutual trust and respect. All staff have a responsibility for the care and safeguarding of students. They should actively contribute to guidance of the physical, moral and spiritual well-being of their students. This work must be in line with the Academy's ethos and current legislation.

The Principles of Relationship And Sex Education

To provide children and young people with a positive and prudent education in sexual matters which prepares them for respectful, healthy and caring relationships, which keeps them safe and is compatible with their physical and psychological maturity. Effective RSE must be designed around three principles, namely that:

1. RSE is taught in the context of a values education, rooted in the Christian ethos of the Academy,
2. Pupils need clear, accurate and sound knowledge.
3. Instruction should match the child's developmental level and, as with all learning, be aware of individual differences.

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Based on these principles, All Saints' Academy will:

- Develop in students a sense of their own self-worth and uniqueness as created by God.
- Enable all students to develop a positive self-image and positive attitudes towards sexuality.
- Instil in students respect for themselves and others and resilience to peer group pressure.
- Support the development of good relationships and respect of the differences between people allowing for an appreciation of the different types of family.
- Ensure that all students receive adequate factual information regarding their own and others' sexual development and lifestyle.
- Develop an awareness of an individual's legal responsibilities regarding sexual behaviour.
- Educate the students in responsible behaviour in relationships and help them to overcome any prejudices and misunderstandings they may have about sexuality.
- Teach students about the importance of love and respect in relation to all relationships and especially intimate relationships and to set this in the context of family life and marriage.
- Give opportunities for students to discuss and learn about sensitive topics that could affect them and others and to know where to go to get help and support for themselves and others (including such topics as consent, female genital mutilation and child sexual exploitation).
- Explore the dangers of social media and early sexual experimentation.
- Promote loyalty, fidelity, integrity and honesty within relationships.

This is taught in a sequential programme appropriate for each age group (see Appendix 1 on page 8).

Confidentiality and Child Protection

The Academy's confidentiality policy must be adhered to by all involved in this aspect of the curriculum.

- There are regular reminders to teaching staff, parents and carers on the policy and how it works in practice.
- Students are reminded that teachers and other adults in a classroom setting cannot guarantee absolute confidentiality.
- Students are made aware about when and how to disclose confidential information and what constitutes such information.
- Prior knowledge by staff on personal information concerning a student will be shared in a manner that reflects the best interest of the child. Staff receiving such information should respect the confidential nature of it.
- Members of staff who gather information on matters involving students having sexual relations or other relevant issues should refer the matter to the Designated Safeguarding Lead, or Deputy Safeguarding Lead or the Principal. Referrals, if thought appropriate, can then be made to relevant agencies, e.g. school nurse, and relevant counselling given. The best interest of the child is taken into account at all times in such situations.
- It is important that any external visitor to the Academy is also clear about their role and responsibility when they are in the Academy. Such visits should complement the Academy's current programme. Visitors will be given guidance to ensure that sessions they deliver are in line with the Academy's ethos.

Curriculum

All staff are responsible in some measure for the successful delivery of a coordinated Relationships and Sex Education programme as all are concerned with helping the students develop healthy relationships, but some staff and departments have a major contribution to make through the content of their curriculum. The R.E., Science and PSHRE education syllabuses in particular will reflect different aspects of the topic at each stage of a student's education. Every care has been taken to ensure that there is continuity and progression and that the subject-matter is suited to each age group.

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Methodology

The manner of delivery is factual and safe and, in a spirit of openness. Questions are allowed to surface and be answered clearly and frankly, as appropriate. A variety of teaching and learning styles are used for the delivery of the Relationships and Sex Education - drama and discussion are used effectively to explore issues and DVDs and ICT resources are a valuable starting point. The programme is reviewed at Year Team meetings and pupils who may be affected by the content are highlighted, enabling sensitive issues to be handled in an appropriate way without causing distress. Staff are also encouraged to avail themselves of inset opportunities as they arise. Outside agencies and visiting speakers are a valuable resource, provided that their brief is clear and the ground has been thoroughly prepared beforehand.

Dealing with Sensitive Issues and Responding to Questions

Teachers answer questions honestly but with due regard given to the nature of the question and the age and maturity of the questioner. In some cases, it may be inappropriate for the teacher to respond to a specific question and the student may be referred to his/her parents/carers following a discussion with the Designated Safeguarding Lead or Deputies. In the same way, not all questions will be answered publicly and the teacher will need to assess the appropriateness of the question to consider if it matches the maturity and understanding of the whole class group.

Students have a range of support services in-house.

Monitoring, Reporting and Evaluating

- i. Teachers critically reflect on their work in delivering RSE through feedback to the PSHE Leader and Progress Leader.
- ii. Students have opportunities to review and reflect on their learning during lessons and at the end of the topic.
- iii. Student voice is used to amend and adapt planned learning activities. This may take place at the end of the topic.

Conclusion

The context of all RSE at All Saints' Academy is the growth of the individual as a whole person, who lives in relationship with others. It follows church guidance and is modified as required in our rapidly changing world through a process of review and evaluation.

RSE is co-ordinated by the PSHRE Progress Leader. They are responsible for the overall planning, implementation and review of the programme across all year groups. They monitor the planning and delivery of content, provide appropriate resources, offer guidance and support in the delivery and assessment of RSE.

Appendix 1 - PSHRE Academy Overview Academic Year 2025/2026

PSHRE Academy Overview Academic Year 2025/2026 <u>All Saints' Way: In all we do and say</u>						
<u>Year Group</u>	Term 1 Health and Wellbeing	Term 2 Relationships	Term 3 Living in the Wider World	Term 4 Health and Wellbeing	Term 5 Relationships	Term 5 Living in the Wider World
<u>Year 7</u>	Transition and Safety <ul style="list-style-type: none"> • Transition to school • Personal safety in and outside school • First Aid 	Diversity <ul style="list-style-type: none"> • Diversity • Prejudice • Bullying 	Developing Skills and Aspirations <ul style="list-style-type: none"> • Careers • Teamwork and enterprise skills • Raising aspirations 	Health and Puberty <ul style="list-style-type: none"> • Healthy routines • Influences on health • Puberty • Unwanted contact • FGM 	Building Relationships <ul style="list-style-type: none"> • Self-worth • Romance and friendships (including online) • Relationship boundaries 	Financial Decision Making <ul style="list-style-type: none"> • Saving • Borrowing • Budgeting • Making financial choices
<u>Year 8</u>	Emotional Wellbeing <ul style="list-style-type: none"> • Mental health and emotional wellbeing • Body image • Coping strategies 	Identity and Relationships <ul style="list-style-type: none"> • Gender identity • Sexual orientation • Consent • 'Sexting' • Introduction to contraception 	Community and Careers <ul style="list-style-type: none"> • Equality of opportunity in careers and life choices • Different types and patterns of work 	Drugs and Alcohol <ul style="list-style-type: none"> • Alcohol and drug misuse • Pressures – drug use 	Discrimination <ul style="list-style-type: none"> • Discrimination in all forms 	Digital Literacy <ul style="list-style-type: none"> • Online safety • Digital literacy • Media reliability • Gambling hooks
<u>Year 9</u>	Peer Influence, Substance Use and Gangs <ul style="list-style-type: none"> • Healthy and unhealthy friendships • Assertiveness • Substance misuse • Gang exploitation 	Intimate Relationships <ul style="list-style-type: none"> • Relationships and sex education • Consent • Contraception • Risk of STIs 	Setting Goals <ul style="list-style-type: none"> • Learning strengths • Career options and goal setting (part of GCSE options process) 	Healthy Lifestyle <ul style="list-style-type: none"> • Diet • Exercise • Lifestyle balance and healthy choices • First Aid 	Respectful Relationships <ul style="list-style-type: none"> • Families and parenting • Healthy relationships • Conflict resolution • Relationship changes 	Employability Skills <ul style="list-style-type: none"> • Employability • Online presence

<u>Year 10</u>	Mental Health <ul style="list-style-type: none"> • Mental health and ill health • Stigma • Safeguarding health – including periods of transition or change 	Healthy Relationships <ul style="list-style-type: none"> • Relationships and sex expectations • Impact of the media 	Financial Decision Making <ul style="list-style-type: none"> • Impact of financial decisions • Debt • Gambling • Impact of advertising on financial choices 	Exploring Influence <ul style="list-style-type: none"> • The influence and impact of drugs • Gangs • Role models and the media 	Addressing Extremism and Radicalisation <ul style="list-style-type: none"> • Communities • Extremism 	Work Experience <ul style="list-style-type: none"> • Preparation for and evaluation of work experience and readiness for work
<u>Year 11</u>	Building for the Future <ul style="list-style-type: none"> • Self-efficacy • Stress management • Future opportunities 	Communication in Relationships <ul style="list-style-type: none"> • Personal values • Assertive communication • Relationship changes and abuse 	Next Steps <ul style="list-style-type: none"> • Application processes • Skills for further education • Employment and career progression 	Independence <ul style="list-style-type: none"> • Responsible health choices • Safety in independent contexts 	Families <ul style="list-style-type: none"> • Different families and parental responsibilities • Pregnancy • Marriage and forced marriage • Changing relationships 	GCSE EXAMINATIONS
<u>Year 12</u>	Mental Health and Emotional Wellbeing <ul style="list-style-type: none"> • Mental health and wellbeing • Managing stress • Body image • Healthy coping strategies 	Intimate Relationships <ul style="list-style-type: none"> • Personal values, including in relation to contraception and sexual health • Fertility • Pregnancy 	Readiness for Work <ul style="list-style-type: none"> • Career opportunities • Preparing for the world of work 	Health Choices and Safety <ul style="list-style-type: none"> • Independence and keeping safe • Travel • First Aid • The impact of substance use 	Respectful Relationships <ul style="list-style-type: none"> • Consent • Assertive communication • Positive relationships and recognising abuse • Strategies for managing dangerous situations or relationships 	Planning for the Future <ul style="list-style-type: none"> • Exploring future opportunities • Post-18 options • The impact of financial decisions

Year 13	Independence <ul style="list-style-type: none"> Responsible health choices Managing change Health and wellbeing 	Diversity and Inclusion <ul style="list-style-type: none"> Living in a diverse society Challenging prejudice and discrimination 	Next Steps <ul style="list-style-type: none"> Application processes Future opportunities and career development Maintaining a positive professional identity 	Financial Choices <ul style="list-style-type: none"> Managing money Financial contracts Budgeting Saving Debt Influences on financial choices 	Building and Maintaining Relationships <ul style="list-style-type: none"> New friendships and relationships, including in the workplace Personal safety Intimacy Conflict resolution Relationship changes 	A LEVEL EXAMINATIONS
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RSE in Science
KS3 Topics: Reproductive Systems, Fertilisation, Development, Birth, Puberty, Menstrual Cycle, STIs, HIV/AIDs, Relationships, Contraception
KS4 Topics: Adult Cloning, Hormones, Fertilisation, Use of Technology, Embryo Screening, Selective Breeding, IVF

RSE in RE	
Topics	Areas covered
KS3 Topics <ul style="list-style-type: none"> All world religions Symbolism Philosophy and Ethics Humanist approaches 	<ul style="list-style-type: none"> Growing up and transition Understanding the part we play in family and community Understanding that suffering happens, and that our own craving is often the cause of our suffering The difference between natural evil and moral evil The changing face of relationships in our communities and understanding cultural practices of otherworld faiths that we may come into contact with and/or form relationships with. Different world views of marriage.
KS4 <ul style="list-style-type: none"> Marriage and the family Christian Beliefs and Living the Christian Life 	<ul style="list-style-type: none"> Contraception Sex before and outside of marriage Keeping safe in relationships Understanding the importance of sexual health The purpose of marriage

<ul style="list-style-type: none"> • Muslim Beliefs and Living the Muslim Life • Crime and Punishment 	<ul style="list-style-type: none"> • The link between stable families and upbringing • The contribution of stable families, including religious families to society • Divorce and reasons for divorce • The changing approach to family and the impact of different types of family on the individual. Eg same sex marriage, reconstituted families etc. • Gender discrimination, equality between the sexes and the difficulties faced by LGBTQ. (Also looking at Christian and Muslim perspectives). • Understanding moral evil and the problem of suffering • Life after death and bereavement • Understanding how crime impacts relationships • The nature of crime and its link to abusive relationships with particular reference to drugs and alcohol.
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