



RELATIONSHIPS AND SEX EDUCATION POLICY

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Contents

1. Rationale and Aim
2. Legislation & guidance
3. Policy
4. Subject overview
5. Organisation
6. Staff responsibility
7. Pupils
8. Safeguarding and Confidentiality
9. Confidentiality
10. Equality & accessibility
11. Pupils with Special Educational Needs and Disabilities (SEND)
12. Parents and carers partnerships
13. Parents and carers consultation
14. Working with external agencies
15. Monitoring, review and evaluation
16. Useful resources

1. Rationale and Aim

Etonbury Academy believes that relationship and sex education is an integral entitlement of all students, and an integral part of each student's development, in preparation for adolescence and puberty and dealing with present and future relationships. It is embedded within the Personal Development education (PD) curriculum and complies with the requirements of the [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education guidance \(July 2025 – First delivery 1st September 2026.](#)

Relationship and Sex Education (RSE) describes the teaching and learning we offer to the young people in our academies, helping them to understand their own and others sexuality and to develop skills for relationships and informed decision making. We believe that RSE is the entitlement of all young people and are committed to deliver it within the context of a broad and balanced programme of health education underpinned by values promoting equality and respect.

Our aims are:

- To ensure that RSE is integrated into the curriculum and not isolated, taken out of context or over emphasised in any way.
- To foster self-esteem and respect for others as the cornerstone of good health education and of therefore good sex and relationships education.



- To encourage personal responsibility in all forms of behaviour
- To encourage self-esteem.
- To encourage respect and consideration for others.
- To provide support and information for young people and their parents.
- To provide clear facts concerning sexual matters.
- To generate an atmosphere where questions and discussion on sexual matters can take place without embarrassment.
- To give the students the skills for dealing with their relationships they may experience in later life.
- To ensure that students feel safe and able to discuss their sexuality with others confidently.
- To ensure that students with SEND feel able to contribute and feel that they are in an inclusive environment when discussing RSE and its responsibilities.

The aim of this policy is to clearly communicate to staff, governors, parents, visitors and students the manner in which RSE will be delivered in this school.

Consultation for the academic year 2026/2027 ran for four weeks up to Friday 14th August 2026

Legislation and guidance

According to the guidance issued by the Department for Education (DfE), Relationships Education will be mandatory in secondary schools starting September 2020.

As a secondary academy, we are required to provide Relationships and Sex Education (RSE) to all students in accordance with section 34 of the Children and Social Work Act 2017.

When delivering RSE, we must follow the guidance set out by the Secretary of State as detailed in section 403 of the Education Act 1996.

Additionally, Health Education is compulsory for all state-funded schools.

Parents have the right to request that their child be withdrawn from certain or all sex education components within the statutory RSE curriculum.

Schools are also required to engage parents in consultations about the implementation of the RSE policy.



2. Policy

We aim to offer students a carefully planned and differentiated programme on RSE that will be taught through specific PD lessons and form time sessions. Each year, the topics and themes will be expanded and explored in greater depth to build on student learning.

Please be mindful that the context of lessons will vary throughout the Keys Stages and will be appropriate to age. We are aware of and value the learning that takes place within the home and feel that this, along with school links, will provide knowledge, skills and attitudes which will allow the students to manage their lives in a responsible and healthy way. It is important to involve, inform and educate parents when necessary offering support and guidance where required.

This policy reflects the requirements of Relationship and Sex Education Guidance.

This policy applies to governors, teachers, support staff, parents/ carers and visitors to the school.

3. Subject overview

Within the context of talking about relationships, children will be taught about a wide range of relationships, including same sex, and different family arrangements, emphasising the positive qualities of family life in all its forms. They must be taught to recognise the need for commitment, trust and love in meaningful relationships.

The content of RSE is taught through five main topics and below is a summary of the Department for Education's statutory requirements for RSE with the content requirements:

Content covered in primary:

Families and people who care for me	By the end of Primary school pupils should know: 1. That families are important for children growing up safe and happy because they can provide love, security and stability. 2. The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. 3. That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. 4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up. 5. That marriage and civil partnerships represent a formal and legally recognised
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	commitment of two people to each other which is intended to be lifelong. 6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring friendships	By the end of Primary school pupils should know: 1. How important friendships are in making us feel happy and secure, and how people choose and make friends. 2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships. 3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it. 4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. 5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. 6. How to manage conflict, and that resorting to violence is never right. 7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.
Respectful, kind relationships	By the end of Primary school pupils should know: 1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. 2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. 3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. 4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs. 5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different



	preferences or beliefs. 6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. 7. The conventions of courtesy and manners. 8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests. 9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help. 10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype. 11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.
Online safety and awareness	By the end of Primary school pupils should know: 1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. 2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this. 3. There is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults. 4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. 5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up. 6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or



	concerned about something they have seen or engaged with online.
Being Safe	By the end of Primary school pupils should know: 1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. 2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe. 3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact. 4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know. 5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. 6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so. 7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.

Content covered in secondary:

Families	By the end of Secondary school pupils should know: 1. That there are different types of committed, stable relationships. 2. How these relationships might contribute to wellbeing, and their importance for bringing up children. 3. Why marriage or civil partnership is an important relationship choice for many couples. The legal status of marriage and civil partnership, including that they carry legal rights, benefits and protections that are not available to couples who are cohabiting or who have, for example, undergone a non-legally binding religious ceremony. 4. That 'common-law marriage' is a myth and cohabitants do not obtain marriage-like status or rights from living together or by having children. 5. That forced marriage and marrying before the age of 18 are illegal. 6. How families and relationships change over time, including through birth, death,
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	separation and new relationships. 7. The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting and the importance of the early years of a child's life for brain development. 8. How to judge when a relationship is unsafe and where to seek help when needed, including when pupils are concerned about violence, harm, or when they are unsure who to trust.
Respectful relationships (including friendships)	By the end of Secondary school pupils should know: 1. The characteristics of positive relationships of all kinds, online and offline, including romantic relationships. For example, pupils should understand the role of consent, trust, mutual respect, honesty, kindness, loyalty, shared interests and outlooks, generosity, boundaries, tolerance, privacy, and the management of conflict, reconciliation and ending relationships. 2. How to evaluate their impact on other people and treat others with kindness and respect, including in public spaces and including strangers. Pupils should understand the legal rights and responsibilities regarding equality, and that everyone is unique and equal. 3. The importance of self-esteem, independence and having a positive relationship with oneself, and how these characteristics support healthy relationships with others. This includes developing one's own interests, hobbies, friendship groups, and skills. Pupils should understand what it means to be treated with respect by others. 4. What tolerance requires, including the importance of tolerance of other people's beliefs. 5. The practical steps pupils can take and skills they can develop to support respectful and kind relationships. This includes skills for communicating respectfully within relationships and with strangers, including in situations of conflict. 6. The different types of bullying (including online bullying), the impact of bullying, the responsibilities of bystanders to report bullying and how and where to get help. 7. Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration. 8. The role of consent, including in romantic and sexual relationships. Pupils should understand that ethical behaviour goes beyond consent and involves kindness, care, attention to the needs and vulnerabilities of the other person, as well as an awareness of power dynamics. Pupils should understand that just because someone says yes to doing something, that doesn't automatically make it ethically ok. 9. How stereotypes, in particular stereotypes based on sex, gender reassignment,



	race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). Pupils should be equipped to recognise misogyny and other forms of prejudice. 10. How inequalities of power can impact behaviour within relationships, including sexual relationships. For example, how people who are disempowered can feel they are not entitled to be treated with respect by others or how those who enjoy an unequal amount of power might, with or without realising it, impose their preferences on others. 11. How pornography can negatively influence sexual attitudes and behaviours, including by normalising harmful sexual behaviours and by disempowering some people, especially women, to feel a sense of autonomy over their own body and providing some people with a sense of sexual entitlement to the bodies of others. 12. Pupils should have an opportunity to discuss how some sub-cultures might influence our understanding of sexual ethics, including the sexual norms endorsed by so-called “involuntary celibates” (incels) or online influencers.
Online safety and awareness	By the end of Secondary school pupils should know: 1. Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. 2. Online risks, including the importance of being cautious about sharing personal information online and of using privacy and location settings appropriately to protect information online. Pupils should also understand the difference between public and private online spaces and related safety issues. 3. The characteristics of social media, including that some social media accounts are fake, and / or may post things which aren't real / have been created with AI. That social media users may say things in more extreme ways than they might in face-to-face situations, and that some users present highly exaggerated or idealised profiles of themselves online. 4. Not to provide material to others that they would not want to be distributed further and not to pass on personal material which is sent to them. Pupils should understand that any material provided online might be circulated, and that once this has happened there is no way of controlling where it ends up. Pupils should understand the serious risks of sending material to others, including the law concerning the sharing of images. 5. That keeping or forwarding indecent or sexual images of someone under 18 is a crime, even if the photo is of themselves or of someone who has consented, and even if the image was created by the child and/or using AI generated imagery. Pupils should understand the potentially serious consequences of acquiring or generating indecent or sexual images of someone under 18, including the potential for criminal charges and severe penalties including imprisonment. Pupils should know how to seek support and should understand that they will not be in trouble for asking for help, either at school or with the police, if an image of themselves has been shared. Pupils should also understand that sharing indecent images of people



	over 18 without consent is a crime. 6. What to do and how to report when they are concerned about material that has been circulated, including personal information, images or videos, and how to manage issues online. 7. About the prevalence of deep fakes including videos and photos, how deep fakes can be used maliciously as well as for entertainment, the harms that can be caused by deep fakes and how to identify them. 8. That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons. Pupils should be taught where to go for advice and support about something they have seen online. Pupils should understand that online content can present a distorted picture of the world and normalise or glamorise behaviours which are unhealthy and wrong. 9. That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice. 10. How to identify when technology and social media is used as part of bullying, harassment, stalking, coercive and controlling behaviour, and other forms of abusive and/or illegal behaviour and how to seek support about concerns. 11. That pornography, and other online content, often presents a distorted picture of people and their sexual behaviours and can negatively affect how people behave towards sexual partners. This can affect pupils who see pornographic content accidentally as well as those who see it deliberately. Pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it. 12. How information and data is generated, collected, shared and used online. 13. That websites may share personal data about their users, and information collected on their internet use, for commercial purposes (e.g. to enable targeted advertising). 14. That criminals can operate online scams, for example using fake websites or emails to extort money or valuable personal information. This information can be used to the detriment of the person or wider society. About risks of sextortion, how to identify online scams relating to sex, and how to seek support if they have been scammed or involved in sextortion. 15. That AI chatbots are an example of how AI is rapidly developing, and that these can pose risks by creating fake intimacy or offering harmful advice. It is important to be able to critically think about new types of technology as they appear online and how they might pose a risk.
Being safe	By the end of Secondary school pupils should know: • the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse,



	grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships. • how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).
Intimate and sexual relationships (including sexual health)	By the end of Secondary school pupils should know: 1. How to recognise, respect and communicate consent and boundaries in relationships, including in early romantic relationships (in all contexts, including online) and early sexual relationships that might involve kissing or touching. That kindness and care for others requires more than just consent. 2. That there are a range of strategies for identifying, resisting and understanding pressure in relationships from peers or others, including sexual pressure, and how to avoid putting pressure on others. 3. How to determine whether other children, adults or sources of information are trustworthy, how to judge when a relationship is unsafe (and recognise this in the relationships of others); how to seek help or advice, including reporting concerns about others, if needed. 4. How to increase their personal safety in public spaces, including when socialising with friends, family, the wider community or strangers. Pupils should learn ways of seeking help when needed and how to report harmful behaviour. Pupils should understand that there are strategies they can use to increase their safety, and that this does not mean they will be blamed if they are victims of harmful behaviour. Pupils might reflect on the importance of trusting their instincts when something doesn't feel right, and should understand that in some situations a person might appear trustworthy but have harmful intentions. 5. What constitutes sexual harassment or sexual violence, and that such behaviour is unacceptable, emphasising that it is never the fault of the person experiencing it. 6. That sexual harassment includes unsolicited sexual language / attention / touching, taking and/or sharing intimate or sexual images without consent, public sexual harassment, pressuring other people to do sexual things, and upskirting. 7. The concepts and laws relating to sexual violence, including rape and sexual assault. 8. The concepts and laws relating to harmful sexual behaviour, which includes all types of sexual harassment and sexual violence among young people but also includes other forms of concerning behaviour like using age-inappropriate sexual language. 9. The concepts and laws relating to domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or



threatening behaviour.

10. That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed.

11. The concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation.

12. The concepts and laws relating to forced marriage.

13. The physical and emotional damage which can be caused by female genital mutilation (FGM), virginity testing and hymenoplasty, where to find support, and the law around these areas. This should include that it is a criminal offence for anyone to perform or assist in the performance of FGM, virginity testing or hymenoplasty, in the UK or abroad, or to fail to protect a person under 16 for whom they are responsible.

14. That strangulation and suffocation are criminal offences, and that strangulation (applying pressure to the neck) is an offence, regardless of whether it causes injury. That any activity that involves applying force or pressure to someone's neck or covering someone's mouth and nose is dangerous and can lead to serious injury or death.

15. That pornography presents some activities as normal which many people do not and will never engage in, some of which can be emotionally and/or physically harmful.

16. How to seek support for their own worrying or abusive behaviour or for worrying or abusive behaviour they have experienced from others, including information on where to report abuse, and where to seek medical attention when required, for example after an assault.

The school will establish a curriculum that is age-appropriate and developmentally suitable, addressing the needs of pupils and incorporating the statutory content outlined in this section of this policy.

Please click here for the school RSE curriculum ([link to website](#))

Please click here for the school an overview of the PSHE, RSHE and Health and Wellbeing curriculum ([link to website](#))

4. Organisation

RSE is delivered within the Personal Development (PD) curriculum, taught both during form time and a one-hour fortnightly lesson for years 7, 8 and 9. It sensitively covers a wide range of age appropriate topics/scenarios that are important in the current landscape.

The framework of RSE is essential to ensure continuity and progression for each student. The work is mainly planned by the PD coordinator, but the Head of Science is responsible for the



Sex Education taught through the Science curriculum.

- Delivery is through planned aspects within the Science and PD curriculum, addressing moral and ethical issues, which may arise from apparently unrelated topics in all National Curriculum subjects.
- A variety of teaching approaches are used to give students relevant information, to enable discussions and to acquire appropriate skills.

5. Staff responsibility

Staff are responsible for:

- Delivering PSHE and RSE with sensitivity and care**
- Demonstrating positive attitudes and behaviours towards PSHE and RSE**
- Adapting to meet the individual needs of pupils**
- Respecting and appropriately managing situations where parents choose to withdraw their child from non-statutory elements of RSE**

6. Pupils

Pupils are expected to attend sex education classes that are in their school timetable and take them seriously. Although they are not assessed through examination, these classes are still a very important part of the curriculum and a tool to aid personal development and the school expects pupils to recognise this.

Pupils should support one another with issues that arise through RSE. Listening in class, being considerate of other people's feelings and beliefs, and complying with confidentiality rules that are set in class are key to effective provision. Pupils who regularly fail to follow these standards of behaviour will be dealt with under the [school behaviour policy](#) (please see behaviour policy for more information).

7. Safeguarding and Confidentiality

We hope that pupils will feel safe in the school environment to talk to any member of staff in confidence about any areas of concern regarding their personal, social and emotional development, including matters raised by or relating to sex education. We promote the school ethos as one of inclusion and acceptance throughout all areas of school activity and hope that pupils respond to this by feeling comfortable to ask questions and continue their learning both in and outside of the classroom.

We hope to provide a safe and supportive school community where pupils feel comfortable seeking help and guidance on anything that may be concerning them about life either at school or at home. Conversations of this nature between staff and pupils will be held in confidence; however, if staff have any safeguarding concerns they need to report them to the schools safeguarding officers by logging any concerns on CPOM's.



8. Confidentiality

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned, however the school cannot offer unconditional confidentiality due to safeguarding.

RSE discussions may prompt a pupil to disclose about related incidents; for example, FGM, forced marriage, child exploitation or abuse. If a member of staff believes that a child is at risk or in danger or has concerns about any information disclosed, she/he talks to the designated safeguarding lead who will act as laid down in the Child Protection Policy. If we have any reason to believe a student is a risk or there are any safeguarding issues, we are required by law to refer the matter to the school's DSLs, (Designated Safeguarding Leads), who will take over the management of the process.

In any case where safeguarding procedures are followed, the school 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.

All staff are familiar with the policy and know the identity of the member of staff with responsibility for Child Protection issues along with logging any concerns on CPOM's.

9. Equality & accessibility

Under the provisions of the Equality Act 2010, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation.

RSE lessons provide a good background for talking openly and freely about the diversity of personal, social and sexual preferences. Prejudiced views will be challenged and equality promoted. Any bullying that relates to sexual behaviour or perceived sexual orientation will be dealt with swiftly and seriously. This is the case for bullying of any kind and the procedures regarding this are outlined in the school's behaviour policy, which can be found on our website.

The school will consider pupils' backgrounds, gender, age range, and individual needs, and will consider whether additional support is required for certain pupils based on their protected characteristics.

The RSE curriculum will be designed to be inclusive of all pupils. The school recognises that some pupils—such as those with SEND or those who identify as LGBTQ+—may be more vulnerable to exploitation, bullying, or other challenges. Teachers will be prepared to adapt their planning and liaise with the SENCO when necessary to ensure the curriculum is accessible and appropriate for pupils with SEND.

When curriculum content needs to be tailored to suit pupils at different stages of development, the school will ensure it is delivered in a way that is sensitive, age-appropriate, and legally compliant.



10. Pupils with Special Educational Needs and Disabilities (SEND)

The school works hard to ensure that all aspects of the school curriculum are inclusive and support the needs of pupils of all ranges of abilities. RSE must be accessible for all pupils including those with SEND and preparing students for adulthood outcomes. Please view our [SEN policy](#), which can be found on our website.

Therefore, staff will differentiate lessons to tailor content to meet the specific needs of pupils at different developmental stages while ensuring their teaching is sensitive, age-appropriate, developmentally appropriate.

The school will use a variety of different strategies to ensure that all pupils have access to the same information. Some of these include:

- interactive teaching methods e.g. contraceptive card game
- use of expert guest speakers
- practical activities
- using DVDs or video
- group and paired activities.

Pupils with special educational needs may be more vulnerable to exploitation, bullying and are less able to protect themselves from harmful influences. If staff are concerned that this is the case, they should seek support from the SENDCO to decide what is in the best interest of the child.

11. Parents and carers partnerships

The school expects parents to share the responsibility of sex education and support their children's personal, social and emotional development. We encourage parents to create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised through school PD lessons. Parents are also encouraged to seek additional support in this from the school where they feel it is needed.

Etonbury values and encourages partnership with parents. Parents do have the right to withdraw their child from the RSE delivered through PD lessons but this does not extend to the Sex Education taught as part of the science curriculum.

12. Parents and carers consultation

Parents will be consulted after the RSE curriculum has been reviewed. The RSE policy and curriculum outline is available on the school's website throughout the academic year to ensure prospective parents are fully informed.



During the consultation period, parents will be invited to contribute, ask questions, and raise any concerns. If a concern cannot be resolved by the headteacher or staff during this process, parents may contact the school governors for further support.

13. Working with external agencies

The school will collaborate with external agencies to enrich the delivery of RSE, drawing on specialist expertise and varied approaches to engage pupils. External professionals may be invited to contribute to either RSE lessons or delivery assemblies; however, they must adhere to the principles and requirements set out in this policy.

When engaging external agencies, the school will ensure that:

- A qualified teacher is present during all sessions delivered by visitors.
- Visitors receive a copy of this policy and are expected to follow its guidelines.
- The content delivered aligns with the school's planned RSE curriculum and complies with this policy.
- The credentials of external experts are verified in accordance with the school's Visitor Policy.
- Lesson plans are age-appropriate, accessible, and tailored to meet the developmental needs of the pupils.
- All materials and plans are inclusive and suitable for pupils with SEND.
- Confidentiality protocols are followed, including ensuring that external speakers understand and comply with safeguarding procedures as outlined in the Child Protection and Safeguarding Policy.
- External contributors support and enhance lessons led by school staff; they are not used as a substitute for teaching by qualified staff.

14. Monitoring, review and evaluation

The educational and personal needs of our pupils develop in line with varying societal pressures and economic change. Our aim is to provide RSE that is relevant and tailored to meet the needs of our pupils, depending on their age and stage of personal development. For this reason, we review the RSE curriculum yearly, and will inform parents of any revisions to the school policy or RSE curriculum.

The school will review this policy annually, evaluating its effectiveness by considering feedback from pupils, staff and parents, as well as what has come to light through classroom observations and information we receive from national reports and curriculum reviews.



15. Useful resources

PSHE Association RSE Policy Guidance

[Writing your RSE policy: guidance from the PSHE Association \(pshe-association.org.uk\)](https://www.pshe-association.org.uk/members-only/writing-your-rse-policy-guidance-from-the-pshe-association)
(members only)

The Sex Education Forum RSE Policy Guidance

[SRE policy guidance | sexeducationforum.org.uk](https://www.sexeducationforum.org.uk/sre-policy-guidance)