



SIR ROBERT PATTINSON ACADEMY

RELATIONSHIPS AND SEX EDUCATION POLICY

Date Approved in Academy: October 2026

Date Approved by Trustees: 5 October 2026

Date to be Reviewed: October 2027

RELATIONSHIPS, SEX AND HEALTH EDUCATION (RSHE) POLICY

Aims

The aims of Relationships, Sex and Health Education (RSHE) at Sir Robert Pattinson Academy are to ensure students develop the knowledge, understanding and skills needed to make informed decisions about their health, wellbeing, relationships and future lives.

Students will learn about:

- Different types of relationships, including friendships, family relationships, intimate relationships and dealing with strangers.
- How to recognise, understand and build healthy relationships, including self-respect and respect for others, commitment, tolerance, boundaries and consent, how to manage conflict and how to recognise unhealthy relationships.
- How relationships may affect health and wellbeing, including mental health.
- Healthy relationships and safety online.
- Factual knowledge around sex, sexual health and sexuality, set firmly within the context of relationships.
- How to understand and navigate online risks including cyberbullying, misogyny, incel culture, deepfakes, AI-generated content, online exploitation, misinformation and online scams, with emphasis on digital safeguarding, critical thinking and legal implications.
- How to understand and respect differences, including the protected characteristics identified within the Equality Act 2010, and to value diversity within modern British society.

The aims above are in line with the core expectations that we promote to all students: maintain a positive attitude, show respect for all and display high levels of commitment to being the best they can be.

The Academy aims to create a social ethos which encourages a sense of security, mutual respect and tolerance for all, and to provide the maximum opportunity for all students to develop their academic, physical and other abilities. The policy for Relationships, Sex and Health Education has been written in accordance with these aims.

Only the biological aspects of sex education are taught as part of the National Curriculum Science programme. Relationships, Sex and Health Education is delivered through Personal Development lessons.

We believe that Relationships, Sex and Health Education is about helping young people to develop the skills to form meaningful and caring relationships and to respect themselves and others, and this is the framework within which the programme is delivered throughout the Academy. Local and national issues affecting young people, including the sharing of sexual images, online safety, consent, exploitation, misogyny, incel culture, deepfakes and AI-generated content, will be addressed as part of this programme.

The Relationships, Sex and Health Education curriculum forms part of the Academy's wider Personal Development provision and supports students to become confident, respectful and responsible citizens, prepared for life in modern Britain.

Statutory Requirements

Under the Department for Education's statutory guidance, Relationships Education, Relationships and Sex Education (RSE) and Health Education became compulsory in all schools from September 2020.

Secondary schools must have regard to guidance issued by the Secretary of State as outlined in Section 403 of the Education Act 1996.

This policy is written in line with the Department for Education statutory guidance on Relationships, Sex and Health Education and Health Education, and in accordance with the Equality Act 2010.

Definition

Relationships, Sex and Health Education (RSHE) is about the emotional, social, physical and cultural development of pupils. It involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity, personal identity and wellbeing.

RSHE involves a combination of sharing information and exploring issues and values.

RSHE is not about the promotion of sexual activity.

Delivery of RSHE

RSHE is taught within the school's Personal Development curriculum. Biological aspects of RSHE are taught within the Science curriculum. Sir Robert Pattinson Academy recognises its legal responsibility to promote the personal, moral, emotional and social development of its students. Relationships, Sex and Health Education is taught within this framework to students of all abilities, usually in groups of mixed ability and gender, across both Key Stages.

The programme is primarily delivered by trained academy staff, with support from external specialists where appropriate.

Teaching materials and learning activities will be inclusive, age appropriate and reflective of the diverse society in which students live. The curriculum promotes respect for all individuals and relationships, ensuring all students feel represented, valued and respected.

Pupils will be supported in developing the following skills:

- Communication, including how to manage changing relationships and emotions.
- Recognising and assessing potential risks.
- Assertiveness.
- Seeking help and support when required.
- Informed decision-making.
- Self-respect and empathy for others.
- Recognising and maximising a healthy lifestyle.
- Managing conflict.
- Discussion and group work.
- Recognising and responding to harmful online content and behaviours.
- Understanding sexual ethics and respectful relationships.
- Awareness of suicide prevention and emotional wellbeing strategies.
- Knowledge of public spaces, including roads, railways and water safety.

Roles and Responsibilities

The Board of Trustees

The Board of Trustees will approve the RSHE policy and hold the Head Teacher to account for its implementation.

The Head Teacher

The Head Teacher is responsible for ensuring that RSHE is taught consistently across the school and for managing requests to withdraw pupils from non-statutory components of RSHE.

Staff

RSHE is delivered by members of staff. We seek to provide training for all teachers involved in the programme to ensure they have the requisite skills and up-to-date knowledge to deliver the curriculum effectively. On occasions, health professionals and other specialists may be invited to support the programme.

Staff are responsible for:

- Delivering RSHE in a sensitive way.
- Modelling positive attitudes to RSHE.
- Monitoring progress.
- Responding to the needs of individual pupils.
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSHE.
- Delivering updated content on sexual ethics, online safety and mental health in line with statutory guidance.
- Ensuring inclusive teaching that reflects protected characteristics under the Equality Act 2010, including LGBTQ+ representation.
- Participating in evidence-based training on sensitive topics such as suicide prevention and sexual violence.
- Ensuring external visitors and agencies are appropriately vetted and that all external contributions are planned, monitored and evaluated to ensure consistency with the aims of the academy's RSHE curriculum.

Staff will not offer students one-to-one advice on contraception or sexual behaviour. Staff will not promise confidentiality to any student who shares information and will report any concerns regarding safeguarding and child protection to the Designated Safeguarding Lead immediately.

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss these with the Head Teacher.

Pupils

Pupils are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity. This expectation is in line with our core values of maintaining a positive attitude, showing respect for others at all times and displaying high levels of commitment.

Parents' Right to Withdraw

Parents have the right to withdraw their child from the non-statutory components of RSHE.

Requests for withdrawal should be submitted in writing and addressed to the Head Teacher. A copy of the request will be placed in the pupil's educational record. The Head Teacher will discuss the request with parents and take appropriate action.

Parents have the right to withdraw their child from sex education lessons that are not part of the National Curriculum Science programme. However, we believe that sex education, taught in the context of relationships and health education, is of utmost importance in supporting students to develop the knowledge and skills necessary for adult life. Parents are given the opportunity to discuss any concerns with the school before exercising their right to withdraw their child. Parents are informed about the timing and delivery of the curriculum so that they can reinforce learning at home should they wish to do so. They are also given the opportunity to discuss the curriculum and view resources used in lessons.

Appropriate alternative work will be provided for pupils who are withdrawn from RSHE lessons.

In accordance with statutory guidance, parents have the right to request that their child be withdrawn from some or all of the sex education delivered as part of statutory Relationships and Sex Education. This right applies up until three terms before a young person reaches the age of 16. At that point, if the pupil wishes to receive sex education rather than be withdrawn, the academy will make appropriate arrangements in line with statutory guidance.

The Personal Development curriculum map is available on the Academy website.

Any parent who wishes to make a complaint about any aspect of the operation of the Academy should contact the Head Teacher, preferably in writing. The Head Teacher will report to the Trustees as requested.

Training

Staff are trained on the delivery of RSHE and meet regularly with the Head of Department during departmental meetings, INSET days and CPD sessions.

The Head Teacher and Lead Practitioner of Personal Development may also invite visitors from outside the school, such as school nurses, safeguarding specialists or sexual health professionals, to provide support and training for staff teaching RSHE.

Monitoring Arrangements

The delivery of RSHE is monitored by the Senior Leadership Team and Heads of House through the academy's quality assurance processes, including learning walks, book scrutinies, lesson observations and student voice activities, as detailed in the academy calendar.

The curriculum is monitored in consultation with staff and students. Feedback will be reported to the Head Teacher as requested.

In the event of suspected sexual abuse, staff will follow safeguarding procedures immediately.

Pupils' development in RSHE is monitored by class teachers through discussion, reflection activities, retrieval practice, student voice and the use of "How can I?" learning challenge. The learning challenge enable students to develop and demonstrate their knowledge, understanding and personal confidence across the curriculum. As Personal Development is

designed to support personal growth and development rather than lead to a formal qualification, learning is not assessed through examinations or numerical grades.

Review

This policy will be reviewed annually. At every review, the policy will be approved by the Board of Trustees.