



RELATIONSHIPS AND SEX EDUCATION POLICY

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1. Purpose of the policy

At Uppingham Community College, we are committed to providing a high-quality, inclusive and age-appropriate Relationships and Sex Education (RSE) programme that supports all students to develop the knowledge, skills and values needed to lead safe, healthy and fulfilling lives.

Our RSE provision is embedded within a broader Personal Development curriculum and reflects our whole-school commitment to safeguarding, equality, diversity and inclusion. It supports students to understand relationships, respect themselves and others, and navigate the challenges of modern life, including online environments.

This policy should be read in conjunction with other key school policies, including Safeguarding, Behaviour, Anti-Bullying, SEND and Equality policies.

2. Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a safe, inclusive and respectful framework in which sensitive discussions can take place
- Prepare students for puberty and adulthood, including understanding sexual development, relationships, and the importance of health and hygiene
- Support students to develop self-respect, confidence, resilience and empathy
- Promote positive, healthy and respectful relationships, including online relationships
- Create a culture that promotes equality, diversity and inclusion
- Enable students to recognise and manage risk, coercion and exploitation, including online harms
- Teach students accurate and age-appropriate vocabulary to describe themselves, their bodies and relationships
- Promote and uphold the school values of Honesty, Respect and Kindness
- Support safeguarding by ensuring students know how and when to seek help

3. Statutory requirements

This policy is based on and complies with:

- The Children and Social Work Act 2017
- The Equality Act 2010
- The Education Act 1996 (section 403)
- The Department for Education (DfE) statutory guidance: *Relationships Education, Relationships and Sex Education (RSE) and Health Education* (updated guidance as applicable for 2026–27)
- Keeping Children Safe in Education (KCSIE) (latest version)
- The SEND Code of Practice

As a secondary academy, we provide RSE to all pupils and ensure that:

- Teaching is inclusive and accessible to all students, including those with SEND
- Content reflects current safeguarding priorities (e.g. consent, online safety, harmful sexual behaviour, misogyny, pornography, exploitation)
- No student is discriminated against on the basis of protected characteristics

4. Consultation with Parents and Stakeholders

The school recognises the importance of working in partnership with parents and the wider community in delivering effective RSE.

This policy has been developed and is reviewed through consultation with:

- Parents and carers
- Students
- Staff
- Governors

Consultation may include:

- Parent communications and information sharing about curriculum content
- Opportunities for feedback (e.g. surveys or meetings)
- Student voice activities
- Staff input through curriculum planning and review

The school is committed to ensuring that parents are informed about the content of the RSE curriculum and are given opportunities to discuss any concerns. Curriculum overviews are made available to parents on request.

The policy is reviewed annually, and stakeholder feedback is used to inform any updates, ensuring that provision remains relevant, inclusive and responsive to the needs of the school community.

5. Definition

RSE is lifelong learning about the emotional, social, physical and cultural aspects of relationships, sexual health and identity.

It includes:

- Healthy, respectful relationships (including friendships and intimate relationships)
- Consent, boundaries and communication
- Sexual health and reproduction
- Online relationships and digital safety
- Diversity, equality and inclusion
- Personal identity and wellbeing

RSE involves both factual knowledge and the exploration of values. It is not about the promotion of sexual activity.

6. Delivery of RSE

RSE is delivered as part of our structured **Personal Development Education (PDE)** programme.

Curriculum Structure

- Students receive **one 30-minute PDE lesson per week**
- The curriculum is organised into **six rotations across the academic year**

- Each rotation focuses on a different Personal Development theme, including:
 - Relationships and Sex Education (RSE)
 - Lifestyle Education
 - Emotional Health and Wellbeing (EHWB)

This cyclical model ensures that key themes are revisited regularly, allowing students to build and deepen their understanding over time.

Additional opportunities to explore Relationships and Sex Education (RSE) are provided through SAFE Days. Where appropriate, these sessions are delivered by external specialists to enhance the quality of provision and ensure students benefit from expert knowledge and experience.

Curriculum Approach

- Content is carefully sequenced across Key Stages
- Learning is age-appropriate, inclusive and responsive to student need
- Topics are revisited to embed knowledge and skills
- Teaching reflects current issues relevant to young people

Curriculum Content

RSE is delivered through PDE, supported by:

- Science (biological aspects)
- Religious Education (ethical and cultural perspectives)
- Citizenship (rights, responsibilities and law)

Key areas include:

- Families and different types of relationships
- Respect, consent and healthy boundaries
- Sexual health, contraception and STIs
- Online safety, including sharing images, pornography and exploitation
- Gender stereotypes, equality and diversity
- Mental wellbeing and emotional health
- Recognising unhealthy or abusive relationships
- How to seek help and report concerns

7. Resources

To support high-quality and consistent delivery, the school uses a range of trusted and up-to-date resources, including:

- **LifeLessons**
- **EC Publishing**
- **Pol-Ed**

8. Teaching Methods

Delivery may include:

- Structured lessons
- Discussion and group work
- Scenario-based learning
- External expert input (e.g. school nurse, health professionals)

Teaching is adapted to ensure accessibility for all learners, including those with SEND.

Students will develop key skills including:

- Communication and emotional literacy
- Risk recognition and management
- Assertiveness and decision-making
- Respect for others' views and experiences
- Help-seeking and self-advocacy

For students within the Mainstream Plus provision, further opportunities to develop and explore key RSE themes are incorporated within the Drama curriculum, supporting engagement through adapted and accessible teaching approaches.

9. Safeguarding and Confidentiality

RSE plays a vital role in safeguarding. Staff will:

- Create a safe learning environment
- Make clear the limits of confidentiality
- Follow school safeguarding procedures where concerns arise
- Respond appropriately to disclosures in line with safeguarding policy

Students will be signposted to appropriate support both within and outside school.

10. Roles and Responsibilities

7.1 Headteacher and SLT

- Ensures RSE is delivered consistently and effectively
- Oversees safeguarding within RSE
- Manages withdrawal requests (with the RSE lead)

7.2 RSE Lead

- Oversees curriculum design and implementation
- Monitors quality of delivery
- Keeps up to date with statutory guidance and best practice
- Supports staff training

7.3 Staff

Staff delivering RSE will:

- Deliver content in a sensitive, inclusive and factual manner
- Model respectful attitudes

- Adapt teaching to meet student needs
- Monitor student progress and understanding
- Follow safeguarding procedures

All staff receive appropriate training and ongoing CPD.

7.4 Students

Students are expected to:

- Engage respectfully in lessons
- Listen to and respect differing views
- Follow agreed ground rules for discussion

7.5 School Advisory Board

- Adopts the RSE Policy
- Monitors implementation and impact
- Ensures statutory compliance

11. Parents' Right to Withdraw

Parents have the right to request that their child be withdrawn from some or all of the sex education delivered as part of Relationships, Sex and Health Education (RSHE), except for any sex education that is included in the National Curriculum for science. Relationships Education (and Health Education) cannot be withdrawn from.

From three terms before their 16th birthday, a pupil has the right to request to receive sex education, and the school will arrange this, in line with statutory guidance.

The school works proactively to ensure that parents are informed about the RSHE curriculum and have opportunities to view the materials and understand what will be taught. This enables parents to make an informed decision about any request to withdraw their child from non-statutory sex education.

Requests for withdrawal should be made in writing to the headteacher or the named RSHE/RSE lead. A copy of the request will be placed on the pupil's educational record. The headteacher will discuss the request with the parent, and where appropriate with the pupil, before making a decision and confirming this in writing. All requests will be treated sensitively and considered carefully in line with statutory guidance.

In summary:

- Requests must be made in writing to the Headteacher or RSE Lead
- The school will discuss requests with parents to ensure informed decision-making
- Students cannot be withdrawn from:
 - Relationships Education
 - Health Education
 - National Curriculum Science content
- Students have the right to opt into sex education from three terms before their 16th birthday

The school will provide alternative, appropriate education for withdrawn students.

12. Training

- Staff receive RSE training as part of induction and ongoing CPD
- Training reflects current safeguarding priorities and emerging issues
- External specialists may support delivery and staff development

13. Monitoring, Evaluation and Review

RSE is monitored through:

- Learning walks and lesson observations
- Work scrutiny
- Student voice
- Staff feedback
- Curriculum review meetings

Impact is evaluated based on:

- Student knowledge and understanding
- Confidence in applying learning
- Safeguarding awareness

This policy will be reviewed annually and updated in line with:

- New statutory guidance
- Safeguarding updates
- School and community needs