Relationships and Sex Education (RSE) Policy

Revised 6 November 2026

Aims

The aims of Relationships and Sex Education (RSE) at Watling Academy are to:

- Provide a framework in which sensitive discussions can take place
- Prepare/support students to manage puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help students develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach students the correct vocabulary to describe themselves and their bodies

All of the above will be underpinned by our core values of **Respect**, **Responsibility** and **Kindness**

Statutory Requirements

As a secondary academy, Watling Academy must provide relationships and sex education (RSE) and health education under the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017.

The Academy must have regard to the DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance, published July 2025 and in force from 1 September 2026. Any departure from a provision expressed as should or should not requires good reasons, which leaders will record.

The principal legislation and guidance informing this policy are:

- Education Act 1996, including section 403, and Education Act 2002
- Children and Social Work Act 2017 and the 2019 RSHE Regulations
- Equality Act 2010, including the public sector equality duty
- DfE RSHE statutory guidance July 2025, effective September 2026
- Keeping children safe in education 2026 and the Academy child protection and safeguarding policy
- SEND code of practice 0 to 25 years and the Academy SEND policy
- Academy PSHE and Wellbeing, behaviour, anti-bullying, online safety and complaints policies
- Relevant current law on consent, sexual offences, marriage, domestic abuse and equality

This policy sets out the Academy's approach to statutory RSE, including parents' right to request withdrawal from sex education. Marriage and civil partnership will be taught accurately alongside other stable relationships, without stigmatising pupils' family circumstances.

At Watling Academy we teach RSE as set out in this policy.

Policy Development

This November 2026 review updates the September 2026 policy. Amendments will be consulted on with parents and carers, informed by staff and student feedback, and submitted for approval under the Trust's scheme of delegation. This draft does not record consultation or approval as already completed. The process includes:

1. Review – a member of staff or working group pulling together all relevant information including relevant national and local guidance
2. Staff consultation – all Academy staff will be given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties will be invited to attend a meeting about the policy
4. Student consultation – we will investigate what exactly students want from their RSE

5. Approval – amendments will be submitted to the responsible governing body or Trust board in accordance with the Trust's scheme of delegation. The approval date will be recorded before publication.

Definition

RSE is about the emotional, social, and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity, and personal identity.

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

RSE is not about the promotion of sexual activity.

Curriculum

The year-group RSE overview is in Appendix 1. Appendix 2 adds required content and delivery safeguards to be incorporated into the detailed schemes of work. The RSE lead will map all statutory RSE outcomes and the linked health education outcomes across the curriculum, including other PSHE units and subjects, so that none are omitted.

Planning will take account of students' age, stage, prior learning and needs. Content will be sequenced before foreseeable risks arise and revisited as students mature. Teachers will manage questions in accordance with the safe practice and withdrawal arrangements below, rather than treating every question as suitable for whole-class discussion.

Delivery of RSE

RSE is taught through planned tutor-led PSHE and Wellbeing sessions, supported where appropriate by dedicated sessions, assemblies and relevant subject teaching. Science addresses biological content; RE, computing and PE reinforce relevant learning. The RSE lead will maintain a published year-group overview explaining what is taught, when, by whom and which lessons contain sex education. Assemblies and visiting speakers supplement a coherent taught programme.

Our RSE programme aims to prepare students for an adult life in which they can:

1. Dispel myths.
2. Explore a range of attitudes towards RSE issues and reach their own informed views and choices for a healthier lifestyle. They will develop positive values and a moral framework that will guide their decisions, judgments 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.
3. Develop respect and care for others.
4. Develop communication, empathy, assertiveness, conflict management and help-seeking skills, including recognising and reporting child-on-child sexual abuse and sexual harassment, which must never be normalised.
5. Understand the consequences of their actions and behave responsibly within sexual and pastoral relationships.
6. Avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex.
7. Communicate effectively by developing appropriate terminology for sex and relationship issues.
8. Develop awareness of their sexuality and understand human sexuality; challenge sexism and prejudice, and promote equality and diversity.
9. Understand the arguments for delaying sexual activity and the reasons for having protected sex.
10. Have sufficient information and skills to protect themselves and, where they have one, their partner from uninvited/unwanted conceptions and sexually transmitted infections.
11. Be aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary
12. Know how the law applies to sexual relationships, including child-on-child sexual abuse and sexual harassment.

RSE focuses on giving students 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

For more information about our RSE curriculum, see Appendices 1 and 2.

Mr Parks, Assistant Headteacher, leads the programme. Form tutors teach planned lessons, supported by trained staff and approved specialists where appropriate. Relationships include friendships, family relationships and romantic relationships. The RSE lead coordinates subject contributions, prevents gaps and unnecessary duplication, and provides accessible catch-up for missed learning.

Inclusion and differentiation

Teaching will respect students' different abilities, maturity, sexual orientation, religion or belief and family circumstances. It will meet Equality Act 2010 duties, address all protected characteristics by the end of secondary education, and challenge discrimination and bullying. Healthy same-sex relationships and relevant sexual health information will be integrated into the programme. Teaching about biological sex and gender reassignment will distinguish established facts and law from contested views; no contested view will be presented as fact, including the claim that everyone has a gender identity. Pupils will be treated with dignity and respect.

Students with additional educational needs

Students with SEND are entitled to accessible RSE. The RSE lead will work with the SENCO to adapt language, resources, pacing and teaching approaches and make reasonable adjustments, using repetition and individual or small-group support where needed. Planning will recognise heightened vulnerability to abuse, exploitation and harmful sexual behaviour without assuming that all pupils with SEND have the same needs. Adaptation will secure meaningful access rather than routinely removing pupils from learning.

It is the Academy's policy not to withdraw young people with special educational needs from RSE to catch up on other subjects, as we believe that these aspects of personal and social development are as important as academic achievement

All RSE areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/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).

Roles and Responsibilities

The Governing body

The Trust board and governing body will fulfil their respective responsibilities under the Trust's scheme of delegation, including policy approval, statutory compliance, curriculum quality, parental engagement, staff training and safeguarding oversight.

The Headteacher

The Headteacher is responsible for consistent implementation, adequate time and staff training, and decisions on requests for withdrawal from sex education within statutory RSE, in accordance with the section Parents' right to withdraw.

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
- Supporting students whose parents request withdrawal from sex education, within the legal limits explained below

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.

Staff allocated to teach RSE will receive suitable preparation and training. Leaders will arrange specialist support when needed.

Students

Students are expected to participate respectfully and sensitively. They will not be required to disclose personal experiences, beliefs or intimate information; staff will offer alternative ways to participate where appropriate.

Responsibilities:

The RSE programme will be led by Mr Parks (Assistant Head)

- It will be taught by the form tutors delivering the lessons to their tutor groups.
- It will be supported by staff receiving professional development within RSE, training sessions on the topics that will be delivered and how to manage difficult conversations with students.

Parents' right to withdraw

Parents and carers may request withdrawal from some or all sex education delivered as part of statutory RSE. This is not a general right to withdraw from RSE.

There is no right to withdraw from relationships education, health education or science curriculum content.

From three terms before a student turns 16, the student can choose to receive sex education despite parental withdrawal, and the Academy will arrange this during one of those terms. Students will be told about this option.

Requests should be addressed to the Headteacher; the form in Appendix 3 supports the process, but a request will not be rejected solely because the form has not been used.

The Headteacher will discuss the request with parents and, where appropriate, the student, explaining the curriculum, benefits and possible effects of withdrawal. Requests will normally be granted, except in exceptional circumstances, for example specific safeguarding concerns or vulnerability. The scope, decision, reasons and agreed arrangements will be documented in the student's educational record.

The RSE lead will identify the relevant sex education lessons or parts of lessons, ensure parents are informed in advance, and arrange suitable catch-up if a student opts back in. A withdrawal will not remove access to safeguarding information or support.

Students withdrawn from sex education will receive appropriate, purposeful education supervised by the Academy during that time. They will not be penalised or stigmatised.

Training

Staff will be 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 Academy, such as School nurses or sexual health professionals, to provide support and training to staff teaching RSE.

Monitoring Arrangements

The RSE lead, supported by the senior leader responsible for pastoral care, will monitor the quality, sequencing, accessibility and delivery of RSE through:

- Checking Schemes of Work and monitoring delivery via learning walks and student feedback.
- Checking students' development in RSE which is monitored by class teachers as part of our internal assessment systems.

The RSE lead will review this policy annually with the senior leader responsible for pastoral care and report to the Headteacher and responsible governing body or Trust board. Earlier review will follow material changes in guidance, law or pupil needs. Next scheduled review: November 2027. Consultation and approval dates will be recorded; no approval is implied by this draft.

Safe and effective practice

Establishing a Safe Learning Environment:

- Teachers should create a safe, respectful, and inclusive learning environment where all students feel comfortable discussing RSE topics.
- Staff will protect privacy but cannot guarantee confidentiality in a classroom. Students may ask questions anonymously and will be reminded not to name individuals or share personal experiences in group discussion. Safeguarding concerns must be shared through the Academy's procedures.
- Teachers must be aware of students' emotional and psychological well-being, offering support when needed.

Ground Rules for RSE:

- Agree ground rules on respectful language, listening, privacy, avoiding personal disclosures and the right to pass on a personal question. Explain that concerns about harm cannot be kept secret and that students may seek help privately.
- Emphasise the importance of mutual respect among students and the teacher during discussions.

Distancing the Topic from the Pupil:

- Use factual, age-appropriate information and fictional scenarios to distance sensitive issues from pupils' personal lives. Teach the values of respect, responsibility and kindness without requiring students to reveal their own experiences.
- Encourage students to discuss RSE topics from a general and educational perspective, rather than a personal one.

Managing Sensitive or Controversial Issues:

- Teachers will be trained to address sensitive and controversial topics with sensitivity and objectivity.
- Provide guidance on managing discussions about potentially sensitive issues, ensuring that they are age-appropriate and respectful of diverse perspectives.
- Encourage open dialogue while ensuring that discussions remain respectful and supportive.

Answering Pupils' Questions:

- Teachers will give accurate, age- and stage-appropriate answers, using anonymous questions where helpful. They may defer a question for preparation or answer privately; explicit detail will not be introduced merely because a student requests it.
- Where a question is outside the planned content or relates to sex education from which a student has been withdrawn, the teacher will consult the RSE lead before providing curriculum content, taking account of withdrawal and parental engagement. Immediate safeguarding concerns will always be acted on; withdrawal never prevents protective advice or referral.

Shared and Agreed Staff Protocol:

- All staff members involved in teaching RSE should adhere to a shared and agreed-upon protocol.
- Regular training and professional development opportunities should be provided to ensure that all staff members are well-equipped to teach RSE effectively and in accordance with the school's policy.
- Staff should be aware of the legal requirements related to RSE, including parental consultation and opt-out procedures.

Curriculum Planning:

- RSE curriculum will be designed with input from educators, students, parents, and relevant experts.
- The curriculum will be age-appropriate and aligned with educational standards.
- Clear learning objectives, teaching materials, and assessment methods should be established.

Involvement of Parents and Guardians:

- The Academy will proactively consult parents and carers when developing and reviewing this policy, using accessible opportunities to respond. Consultation informs delivery but does not give a veto over statutory content.
- The policy will be published on the Academy website and provided free on request. Parents may contact the RSE lead through the school office to view all RSHE teaching materials, including external providers' materials. A representative sample will be shared proactively and requests to view the full materials will be responded to positively. The Academy will not accept provider terms that prevent parental access; copyright will be managed without obstructing viewing.
- Parents will receive advance information identifying sex education content and the withdrawal procedure. Significant changes to the published programme will be explained and relevant materials made available.

Evaluation and Continuous Improvement:

- Regularly assess the effectiveness of RSE lessons and the impact on students.
- Use feedback from students, parents, and staff to make continuous improvements to the RSE curriculum and delivery.

Safeguarding

Watling Academy will deliver RSE in line with Keeping children safe in education 2026 and the Academy's child protection and safeguarding procedures. Staff will take concerns seriously and act immediately, including concerns arising during lessons.

Child Protection and Safeguarding Protocols:

- All RSE teachers at Watling Academy are required to complete regular training on child protection and safeguarding to ensure the safety and well-being of our students.
- Teachers will promptly identify and report any safeguarding concerns following the school's established procedures, with a designated safeguarding lead (DSL) available to offer guidance and support for teachers and students.
- Our students will be informed about the importance of safeguarding and their right to report any

concerns to a trusted adult within the school.

Confidentiality:

- Staff must not promise confidentiality. They will explain to a student that information indicating risk of harm must be passed to the DSL or deputy, sharing only with those who need to know in accordance with safeguarding and data protection requirements.
- Staff will listen calmly, reassure the student that abuse is not their fault, avoid leading questions or investigating, record the account accurately and report promptly to the DSL or deputy. If there is immediate danger, emergency action must not wait for the DSL. Staff will follow KCSIE if the DSL is unavailable and observe applicable reporting duties, including the teacher's personal duty to report known FGM in an under-18 to the police.

Visitors and External Agencies:

- The Academy remains responsible for all RSE delivered by visitors. The RSE lead will check credentials, lesson plans and materials in advance for factual accuracy, age and stage suitability, accessibility, impartiality and safeguarding. Visitors will be briefed on ground rules, reporting routes and handling disclosures. Appropriate school staff will oversee delivery and agreed safeguarding arrangements will apply throughout.
- External input must fit the planned curriculum and this policy. Parents must be able to view the materials. Staff will not use pornography or provide links to harmful influencers or abusive content as teaching resources. Resources must not promote commercial interests or partisan positions.

Protocols for Vulnerable or 'At-Risk' Pupils:

- Watling Academy recognises that some pupils may be considered vulnerable or 'at-risk.' We are committed to providing additional support and guidance.
- Teachers will be trained to identify signs of vulnerability and risk, and they will report concerns to the DSL or relevant authorities as necessary.
- Support for vulnerable pupils will be coordinated with the DSL, SENCO and pastoral staff as appropriate. Parents and carers will be involved unless this would increase risk or otherwise conflict with safeguarding advice. Support will be sensitive to trauma and avoid requiring disclosure or making assumptions about a pupil's experiences.
- In cases where there is a risk of harm to a pupil, the school will take immediate and appropriate action in accordance with our child protection and safeguarding procedures.

RSE policy review date:10/2027

This policy will be reviewed annually and sooner where statutory guidance, legislation or safeguarding needs change.

The RSE lead will record the review, parental consultation, approval and publication dates and retain a summary of amendments.

Appendix 1 Relationships and Sex Education Curriculum Map

Year	Topic	In this unit of work, students learn…
7	Building relationships Self-worth, romance and friendships (including online) and relationship boundaries PoS refs: H1, R2, R9, R11, R13, R14, R16, R24	• how to develop self-worth and self-efficacy • about qualities and behaviours relating to different types of positive relationships • how to recognise unhealthy relationships • how to recognise and challenge media stereotypes • how to evaluate expectations for romantic relationships • about consent, and how to seek and assertively communicate consent
8	Identity and relationships Sexual orientation, consent, 'sexting', and an introduction to contraception PoS refs: H35, H36, R4, R5, R10, R16, R18, R24, R25, R26, R27, R29, R30, R32	• the qualities of positive, healthy relationships • how to demonstrate positive behaviours in healthy relationships • about sexual orientation • about forming new partnerships and developing relationships • about the law in relation to consent • that the legal and moral duty is with the seeker of consent • how to effectively communicate about consent in relationships • about the risks of 'sexting' and how to manage requests or pressure to send an image • about basic forms of contraception, e.g. condom and pill

Year	Topic	In this unit of work, students learn…
9	Intimate relationships Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography PoS refs: R7, R8, R11, R12, R18, R24, R26, R27, R28, R29, R30, R31, R32, R33, R34, L21	• about readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex • about myths and misconceptions relating to consent • about the continuous right to withdraw consent and capacity to consent • about STIs, effective use of condoms and negotiating safer sex • about the consequences of unprotected sex, including pregnancy • how the portrayal of relationships in the media and pornography might affect expectations • how to assess and manage risks of sending, sharing or passing on sexual images • how to secure personal information online
10	Healthy relationships Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography PoS refs: R1, R2, R3, R6, R7, R8, R14, R15, R18, R19, R22, R28, R29, R30, R31	• about relationship values and the role of pleasure in relationships • about myths, assumptions, misconceptions and social norms about sex, gender and relationships • about the opportunities and risks of forming and conducting relationships online • how to manage the impact of the media and pornography on sexual attitudes, expectations and behaviours • about the ethical and legal implications in relation to consent, including manipulation, coercion, and capacity to consent • how to recognise and respond to pressure, coercion and exploitation, including reporting and accessing appropriate support • how to recognise and challenge victim blaming • about asexuality, abstinence and celibacy

Year	Topic	In this unit of work, students learn…
11	Communication in relationships Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse PoS refs: H26, H27, H28, H29, R16, R17, R21, R23, R32	• about core values and emotions • about sexual orientation • how to communicate assertively • how to communicate wants and needs • how to handle unwanted attention, including online • how to challenge harassment and stalking, including online • about various forms of relationship abuse • about unhealthy, exploitative and abusive relationships • how to access support in abusive relationships and how to overcome challenges in seeking support

Appendix 2 Required curriculum additions and delivery

These additions form part of the revised programme and must be built into the detailed schemes of work. The year placements below retain the existing RSE sequence and are planning allocations to be checked by the RSE lead before adoption; they do not claim that these lessons have already been delivered. Related PSHE units and subjects may teach or revisit the same outcomes. The lead will check the complete DfE secondary RSE and health education tables against the annual curriculum map and identify lesson resources, delivery dates and responsible teachers.

Year 7 Foundations

Reinforce positive friendships, self-worth, boundaries, respectful communication, recognising unsafe relationships and seeking help. Practise managing conflict and ending friendships kindly. Address bullying, prejudice and stereotypes, including sexism, with positive role models. Introduce privacy, fake online identities, image pressure and reporting before exposure to foreseeable risks. Revisit puberty, menstruation and emotional changes through linked health education.

Year 8 Identity and relationships

Teach equality and all protected characteristics over the secondary programme, integrating healthy same-sex relationships. Develop consent, including freedom, capacity, responsibility for seeking consent, and the right to change one's mind. Teach the age of sexual consent as 16 in England and Wales. Explain image-sharing law, including under-18 images, AI-generated sexual imagery and non-consensual sharing, alongside reassurance and practical help-seeking. Introduce contraception through the identified sex education lessons.

Year 9 Intimate relationships and family life

Cover readiness, choosing to delay sex, contraception choices and effectiveness, condoms, STIs including HIV, testing and treatment, and where to access sexual health care. Include HIV prevention through PrEP and PEP and access to advice. Give impartial, medically and legally accurate information about pregnancy options, including parenting, adoption and abortion. Cover fertility and reproductive health, including the effect of age and lifestyle and factual information about miscarriage. Teach family change, parenting responsibilities and early childhood development; marriage and civil partnership rights, the absence of common-law marriage rights, and the illegality of forced marriage and marriage under 18 in England and Wales.

Year 10 Healthy relationships and online influence

Build on consent with sexual ethics, kindness, mutual care and power imbalances; no one is entitled to sex. Address pornography's distorted expectations and links to misogyny without using explicit imagery. Examine harmful influencer and incel narratives without directing students to content or producers. Develop positive understandings of masculinity and femininity without stereotyping or stigmatising boys. Teach deepfakes, sextortion, technology-facilitated abuse, privacy, data use, scams and risks from AI chatbots, including simulated intimacy and harmful advice.

Year 11 Communication and protection from abuse

Revisit assertive communication, safer sex, contraception and access to confidential health services. Teach recognition of and help for harassment, stalking, coercive control, emotional, physical, sexual and economic abuse, grooming and sexual and criminal exploitation. Address FGM, virginity testing, hymenoplasty and forced marriage, their harms, legal protections and support. Teach that strangulation and suffocation are criminal offences and dangerous; applying pressure to the neck can cause serious injury or death without visible injury. Pupils must know how to obtain urgent help after assault and support for their own concerning behaviour. Earlier protective teaching must not be delayed until Year 11 where need or risk arises.

Teaching safeguards and linked health education

Sexual health teaching must be relevant to all pupils. Discuss menstruation and menopause respectfully across the programme. Reinforce mental wellbeing, suicide prevention, online safety and health literacy through the linked PSHE and Wellbeing curriculum, with safe language and clear routes to support. Teach that abuse is never the victim's fault and that responsibility rests with the person causing harm. Staff will challenge misogynistic ideas while maintaining pupils' dignity and encourage safe reporting rather than risky intervention.

Teaching about sex and gender reassignment

Teach the facts and current law, including the distinction between biological sex and the protected characteristic of gender reassignment, respectfully and accurately. Avoid reinforcing gender stereotypes, suggesting social transition is a simple response to distress, or using resources that encourage pupils to question their gender. Consult parents in advance on external resources on this topic and make materials available to view. Individual support or safeguarding decisions must follow the relevant Academy procedures and current applicable guidance.

Identifying content subject to withdrawal

The detailed overview will identify sex education within each lesson, including sexual activity, contraception, STI prevention and pregnancy choices taught as sex education. Relationships education, consent and protection from abuse, statutory health education and science content remain available to all. Where content overlaps, the RSE lead will specify its learning purpose and curriculum context so that withdrawal arrangements are clear; broad topic titles alone will not determine withdrawal.

Appendix 3: Parent form: Withdrawal from Sex Education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the Academy to consider			
Parent signature			

TO BE COMPLETED BY WATLING ACADEMY	
Agreed actions from discussion with parents	

Appendix 4 Review record November 2026

This is a revised draft for the Academy to consult on and approve. Yellow highlighting identifies additions and replacements, rather than Word tracked changes. Where a paragraph was replaced, its former wording has been removed. Formatting changes and routine spacing corrections are not highlighted.

Statutory basis: replaced the outdated 2016 safeguarding citation and older supplementary guidance list with the current RSHE framework, KCSIE 2026 and relevant legislation.

Withdrawal: removed references to non-statutory components and SRE; clarified the request process, exceptional refusal, limits of withdrawal, the pupil's choice from three terms before 16 and supervised alternative education.

Safeguarding: removed promises of classroom confidentiality; strengthened disclosure handling, privacy, reporting, visitor oversight and support for vulnerable pupils.

Curriculum: retained the existing year-group units, removed visible editorial deletion notes, and added required content and a mapping requirement in Appendix 2. Corrected appendix references. Removed the conflicting period-one delivery statement.

Inclusion and teaching: strengthened SEND access, integrated same-sex relationships, factual teaching about sex and gender reassignment, management of questions and restrictions on unsuitable resources.

Parents and governance: added access to all teaching materials, publication and consultation arrangements; replaced the conflicting three-year review cycle with annual review. Removed unverified staff initials and recorded that approval is still pending.

Actions before approval

The RSE lead should confirm the annual lesson sequence and delivery time, complete the full RSE and linked health education outcome map, check resources and visitor arrangements, and confirm accessible catch-up and withdrawal provision. Leaders should complete parental consultation, confirm the approving body under the Trust's scheme of delegation, record the approval date and publish the approved policy. These actions cannot be verified from this policy alone.

Sources checked on 6 November 2026

Department for Education. Relationships Education, Relationships and Sex Education (RSE) and Health Education. July 2025; effective 1 September 2026. Policy and withdrawal: paragraphs 12–20; secondary RSE: pages 11–19; curriculum and parental access: paragraphs 49–58; equality and inclusion: paragraphs 65–76; prevention and safeguarding: paragraphs 77–89. https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education

Department for Education. Keeping children safe in education 2026. In force 1 September 2026. https://www.gov.uk/government/publications/keeping-children-safe-in-education--2