



# Relationships and Sex Education (RSE) Policy

Date	Changes
10/12/24	Approved by Local Governing Board
2025/11	Review by Headteacher and Operations Manager
25/11/25	Approved by LGC at LGC2

Adopted Date: 25th November 2025

Status: Approved

Review period: 30th September 2026

**Links to other relevant policies and documents:**

Safeguarding Policy, Teaching and Learning Policy, Relationships and Behaviour Policy  
Keeping Children Safe in Education (KCSIE), Anti-Bullying Policy, Equality Statement

## Contents

1. Aims .....	2
2. Statutory requirements.....	3
3. Policy development.....	3
4. Definition .....	3
5. Curriculum.....	4
6. Delivery of RSE .....	4
7. Use of external organisations and materials.....	8
8. Roles and responsibilities .....	9
9. Parents' right to withdraw .....	10
10. Training .....	11
11. Monitoring arrangements.....	11
Appendix 1 – Links to the Science Curriculum .....	11

---

### 1. Aims

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

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

At Liskeard School we aim to support the personal growth and development of all students so they can all live successful and responsible lives. understand the importance of educating pupils about sex, relationships and their health, for them to make responsible and well-informed decisions in their lives.

The teaching of RSE can help to prepare pupils for the opportunities, responsibilities and experiences of adult life. It allows us to promote the spiritual, moral, social, cultural, mental and physical development of pupils at school and in the wider society. We have an obligation to provide pupils with high-quality, evidence-based and age-appropriate teaching of these subjects. This policy outlines how the school's RSE curriculum is organised and delivered, to ensure it meets the needs of all pupils.

## 2. Statutory requirements

As a secondary academy, we must provide RSE to all pupils under section 34 of the [Children and Social Work Act 2017](#).

In teaching RSE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Liskeard School, we teach RSE as set out in this policy.

## 3. Policy development

The RSE curriculum has been developed, and will be monitored and reviewed, in consultation with teachers, pupils and parents, and in accordance with DfE recommendations. We will gather the views of teachers, pupils and parents in the following ways:

- Questionnaires
- Meetings
- Letters
- Training sessions

The majority of the RSE curriculum is delivered through PSHE education, with statutory elements taught via the science curriculum. The RSE subject leader will work closely with their colleagues in related curriculum areas to ensure the curriculum complements, and does not duplicate, the content covered in national curriculum subjects.

## 4. Definition

RSE is about the emotional, social and cultural development of pupils, 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.

RSE refers to relationships and sex education and is defined as teaching pupils about developing healthy, nurturing relationships of all kinds, and helping them to understand human sexuality and to respect themselves and others. "Health education" is delivered primarily through the PSHE curriculum is defined as teaching pupils about how they can make good decisions about their own health and wellbeing, and how physical health and mental wellbeing are interlinked. Other aspects of the RSE curriculum are taught through Science curriculum and our Ethics, Philosophy and World Views curriculum

## 5. Curriculum

Our RSE curriculum is set out as part of our curriculum plan but we may need to adapt it as and when necessary.

The school will ensure that the curriculum remains in line with the DfE's 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' guidance at all times. The school will consider the context and views of the wider local community when developing the curriculum to ensure it is reflective of circumstances in the local area. The religious background of all pupils will also be considered when planning teaching, to ensure all topics included are appropriately handled. The RSE curriculum will be informed by topical issues in the school and wider community, to ensure it is tailored to pupils' needs, e.g. if there was a local prevalence of specific sexually transmitted infections, our curriculum would be tailored to address this issue.

For more information about our curriculum, see the curriculum information on our website.

## 6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

RSE will continue to develop pupils' knowledge on the topics taught at a primary level, in addition to the content outlined in this section.

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- **Families**

By the end of secondary school, pupils will know:

- That there are different types of committed, stable relationships.
- How these relationships might contribute to human happiness and their importance for bringing up children.
- What marriage is, including its legal status, e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.
- Why marriage is an important relationship choice for many couples and why it must be freely entered into.
- About the characteristics and legal status of other types of long-term relationships.
- About the roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting.
- Pupils will also know how to:
- Determine whether other children, adults or sources of information are trustworthy.
- Judge when a family, friend, intimate or other relationship is unsafe, and recognise this in others' relationships.

- Seek help or advice if needed, including reporting concerns about others.

- **Respectful relationships, including friendships**

By the end of secondary school, pupils will know:

- About the characteristics of positive and healthy friendships in all contexts (including online), including trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationships.
- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- How stereotypes, particularly those based on sex, gender, race, religion, sexual orientation or disability, can cause damage, e.g. how they might normalise non-consensual behaviour.
- That in school and wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority, and due tolerance of other people's beliefs.
- About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to seek help.
- About the types of behaviour in relationships that can be criminal, including violent behaviour and coercive control.
- What constitutes sexual harassment and violence and why these are always unacceptable.
- About the legal rights and responsibilities regarding equality, with reference to the protected characteristics defined in the Equality Act 2010, and that everyone is unique and equal. That sharing and viewing indecent images of children is a criminal offence which carries severe penalties, including jail.
- How information and data is generated, collected, shared and used online.

- **Online and media**

By the end of secondary school, pupils will know:

- Their rights, responsibilities and opportunities online, and that the same expectations of behaviour apply in all contexts.
- About online risks, including that material shared with another person has the potential to be shared online and the difficulty of removing potentially compromising material placed online.
- Not to provide material to others that they would not want shared further and not to share personal material which they receive.
- What to do and where to get support to report material or manage issues online.
- The impact of viewing harmful content.

- That specifically sexually explicit material, e.g. pornography, presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.

- **Being safe**

By the end of secondary school, pupils will know:

- About 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 – this includes online.

- **Intimate and sexual relationships, including sexual health**

By the end of secondary school, pupils will know:

- How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.
- That all aspects of health can be affected by choices they make in sex and relationships, positively and negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.
- The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for both men and women.
- The range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.
- That they have a choice to delay sex or enjoy intimacy without sex.
- The facts about the full range of contraceptive choices, their effectiveness and options available.
- The facts around pregnancy including miscarriage.
- That there are choices in relation to pregnancy, with legally and medically accurate, impartial information on all options including keeping the baby, adoption, abortion and where to get further help.
- How the different sexually transmitted infections (STIs) are transmitted, how risk can be reduced through safer sex and the importance of facts about testing.
- About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.
- How the use of alcohol and drugs can lead to risky sexual behaviour. · How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

For more information about our RSE curriculum, see information on our website.

These areas of learning are taught within the context of family life, taking care to make sure 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 and 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).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

## **6.1 Inclusivity**

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences

During lessons, supports pupils to feel:

- Safe and supported
- Able to engage with the key messages

We will also:

Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:

- Assemblies and year group settings
- Lectures, presentations and seminars
- A whole class setting
- Small groups or targeted sessions
- 1-to-1 discussions
- Digital formats

## **6.2 Use of resources**

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

## 7. Use of external organisations and materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We will:

Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:

- Are age-appropriate
- Are in line with pupils' developmental stage
- Comply with:
  - This policy
  - The [Teachers' Standards](#)
  - The [Equality Act 2010](#)
  - The [Human Rights Act 1998](#)
  - The [Education Act 1996](#)

Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses

Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum

Review any case study materials and look for feedback from other people the agency has worked with

Be clear on:

- What they're going to say
- Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers

- Share all external materials with parents and carers
- We won't, under any circumstances:
- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

## **8. Roles and responsibilities**

### **8.1 The governing board**

The governing board will approve the RSE policy and hold the Headteacher to account for its implementation.

### **8.2 The Headteacher**

The Headteacher is responsible for:

- the overall implementation of this policy
- for ensuring that RSE is taught consistently across the school
- for sharing resources and materials with parents and carers, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE.
- Ensuring all staff are suitably trained to deliver the subjects.
- Ensuring parents are fully informed of this policy.
- Reviewing all requests to withdraw pupils from non-statutory elements of the RSE curriculum.
- Discussing withdrawal requests with parents, and the pupil if appropriate, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum, including the benefits of receiving the education.
- Ensuring withdrawn pupils receive appropriate, purposeful education during the period of withdrawal.
- Encouraging parents to be involved in consultations regarding reviews of the school's RSE curriculum.
- Reviewing this policy on an annual basis.
- Reporting to the governing board on the effectiveness of this policy and the curriculum.

### **8.3 Staff**

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the [non-statutory/non-science] components of RSE

- 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.

The RSE lead teacher is responsible for:

- organising and overseeing the implementation of the curriculum
- overseeing the delivery of RSE.
- Working closely with colleagues in related curriculum areas to ensure the RSE curriculum complements, and does not duplicate, the content covered in other curriculum subjects.
- Ensuring the curriculum is age-appropriate and of high quality.
- Reviewing changes to the RSE curriculum and advising on their implementation.
- Monitoring the learning and teaching of RSE, providing support to staff where necessary.
- Ensuring the continuity and progression between each year group.
- Helping to develop colleagues' expertise in the subject.
- Ensuring teachers are provided with adequate resources to support teaching of the curriculum.
- Ensuring the school meets its statutory requirements in relation to RSE. · As appropriate, leading staff meetings and working with SLT to ensure all members of staff involved in the curriculum have received the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring the correct standards are met for recording and assessing pupil performance.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the Headteacher as appropriate.

The DSL is responsible for:

- Offering advice and consultation for safeguarding-related subjects in the RSE curriculum.
- Promoting knowledge and awareness of safeguarding issues amongst staff.
- Being an appropriate point of contact for staff who have concerns about the welfare of a pupil that have arisen through the teaching of RSE.

## **8.4 Pupils**

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

## **9. Parents' right to withdraw**

Parents/carers have the right to withdraw their child from the non-statutory/non-science components of sex education within RSE.

Requests for withdrawal should be put in writing and addressed to the Headteacher.

Alternative schoolwork will be given to pupils who are withdrawn from sex education.

Parents/carers have the right to withdraw their child from the [non-statutory/non-science] components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing and addressed to the Headteacher.

A copy of withdrawal requests will be placed in the pupil's educational record. The Headteacher will discuss the request with parents/carers and take appropriate action.

Before granting a withdrawal request, the Headteacher will discuss the request with the parents and, as appropriate, the pupil, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum.

The Headteacher will inform parents of the benefits of their child receiving RSE and any detrimental effects that withdrawal might have. All discussions with parents will be documented. Following discussions with parents, the school will respect the parents' request to withdraw their child up to and until three terms before the pupil turns 16. After this point, if the pupil wishes to receive RSE rather than be withdrawn, the school will make arrangements to provide the pupil with RSE. Alternative schoolwork will be given to pupils who are withdrawn from sex education.

## **10. Training**

Staff are trained on the delivery of RSE and it is included in our continuing professional development programme.

The RSE lead teacher may also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

## **11. Monitoring arrangements**

The delivery of RSE is monitored by SLT and the RSE subject lead through:

- Learning Walks
- Planning Oversight
- Assessment
- Safeguarding scrutiny
- Curriculum Exploration Days

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the Headteacher or the RSE lead annually. At every review, the policy will be approved by the governing board.

## **Appendix 1 – Links to the Science Curriculum**

### **Science Links with RSE**

## Year 7 – Human Reproduction

Students must know:

- The menstrual cycle prepares the female for pregnancy and stops if the egg is fertilised by a sperm.
- The developing foetus relies on the mother to provide it with oxygen and nutrients, to remove waste and protect it against harmful substances.
- Students must be able to:
- Explain whether substances are passed from the mother to the foetus or not.
- Use a diagram to show stages in development of a foetus from the production of sex cells to birth. Describe causes of low fertility in male and female reproductive systems.
- Identify key events on a diagram of the menstrual cycle.
- Students' knowledge will be extended to:
- Explain why pregnancy is more or less likely at certain stages of the menstrual cycle. Make deductions about how contraception and fertility treatments work.
- Predict the effect of cigarettes, alcohol or drugs on the developing foetus

Within this module, students will be taught:

- Structure and function of each organ of the female reproductive system
- Structure and function of each organ of the male reproductive system
- Biology of sex in a reproductive context
- Fertilisation
- Pregnancy and birth
- Changes which occur during puberty (and how this relates to hormone changes)

Links with RSE:

Additional context will be given in science lessons to ensure understanding of:

- The difference between sex and gender
- Gender identity (e.g. trans men can menstruate)
- Consent (given and received)
- Sexuality
- Healthy relationships

The terms 'male' and 'female' with associated pronouns will be used when teaching biological aspects of sex and reproduction to eliminate the risk of forming misconceptions. Teachers will ensure that students understand and appreciate that lessons are inclusive of all gender identities and sexualities.

## Year 10

### Students should know:

- The roles of hormones in human reproduction, including the menstrual cycle.
- During puberty reproductive hormones cause secondary sex characteristics to develop.
- Oestrogen is the main female reproductive hormone produced in the ovary.
- At puberty eggs begin to mature and one is released approximately every 28 days. This is called ovulation.
- Testosterone is the main male reproductive hormone produced by the testes and it stimulates sperm production.
- Several hormones are involved in the menstrual cycle of a woman.
- Follicle stimulating hormone (FSH) causes maturation of an egg in the ovary.
- Luteinising hormone (LH) stimulates the release of the egg.
- Oestrogen and progesterone are involved in maintaining the uterus lining.
- The interactions of FSH, oestrogen, LH and progesterone, in the control of the menstrual cycle.
- Fertility can be controlled by a variety of hormonal and nonhormonal methods of contraception. (To include: oral contraceptives that contain hormones to inhibit FSH production so that no eggs mature; injection, implant or skin patch of slow release progesterone to inhibit the maturation and release of eggs for a number of months or years; barrier methods such as condoms and diaphragms which prevent the sperm reaching an egg; intrauterine devices which prevent the implantation of an embryo or release a hormone; spermicidal agents which kill or disable sperm; abstaining from intercourse when an egg may be in the oviduct; surgical methods of male and female sterilisation)
- The use of hormones in modern reproductive technologies to treat infertility. This includes giving FSH and LH in a 'fertility drug' to a woman. She may then become pregnant in the normal way.
- In Vitro Fertilisation (IVF) treatment.
- Although fertility treatment gives a woman the chance to have a baby of her own: it is very emotionally and physically stressful; the success rates are not high; it can lead to multiple births which are a risk to both the babies and the mother.

Within this module, students will be given the opportunity to revise and discuss content covered in year 7 to address any misconceptions.

Additional context will be given in science lessons to ensure understanding of:

- The difference between sex and gender
- Gender identity (e.g. trans men can menstruate)
- Consent (given and received)
- Sexuality
- Healthy relationships

The terms 'male' and 'female' and associated pronouns will be used when teaching biological aspects of sex and reproduction to eliminate the risk of forming misconceptions. Teachers will ensure that students understand and appreciate that lessons are inclusive of all gender identities and sexualities.

