

Ethos Academy Trust

Relationships and Sex Education (RSE) Policy

October 2025

1	Summary	Policy for the planning and teaching of Relationships and Sex Education (part of PSHE)			
2	Responsible person	Headteacher			
3	Accountable ELT member	Chief Education Officer			
4	Applies to	Ethos Academies			
5	Trustees and/or individuals who have overseen development of this policy	Learning and Achievement Committee			
6	Headteachers/Service Heads who were consulted and have given approval (if applicable)				
8	Ratifying committee(s) and date of final approval	Learning and Achievement Committee October 2025			
9	Version Number	1.0			
10	Available on	Every	Y	Trust Website	N
				Academy Website	Y
				Staff Portal	Y
11	Related documents (if applicable)	Relationships Education, Relationships and Sex Education and Health Education guidance			
12	Disseminated to	All staff			
13	Date of implementation (when shared)	October 2025			
14	Date of next formal review	October 2026			
15	Consulted with Recognised Trade Unions	N/A			

Date	Version	Action	Summary of changes
October 2025	1.0		New policy based on updated statutory guidance

1. Aims

The aims of Relationships and Sex Education (RSE) across Ethos Academies Trust are to:

- Provide a consistent framework for sensitive, age-appropriate discussions about relationships and sex.
- Prepare pupils for the changes of puberty, equipping them with knowledge about sexual development, health and hygiene.
- Promote self-respect, confidence, resilience and empathy.
- Create a culture of respect, responsibility and inclusivity in relation to sexuality, identity and relationships.
- Teach the correct vocabulary to describe themselves and their bodies.
- Ensure all pupils are supported to develop safe, healthy relationships both offline and online.

This policy reflects the Trust's ethos: to create safe, supportive, and aspirational environments where all young people can thrive.

2. Statutory Requirements

Ethos Academies Trust comprises both primary and secondary academies. Therefore, we meet statutory obligations as follows:

- Primary academies: Provide relationships education to all pupils (Children and Social Work Act 2017, section 34). We also teach elements of sex education contained in the science curriculum.
- Secondary academies: Provide RSE to all pupils (Children and Social Work Act 2017).

All academies in the Trust must have regard to:

Statutory guidance (DfE, 2019; updated 2025).

- Sections 403, 406, 407 of the Education Act 1996.
- The Equality Act 2010 and the Public Sector Equality Duty.

- Our Trust's funding agreement and Articles of Association.

3. Policy Development

This Trust-wide policy has been developed in consultation with:

- Staff (through training and feedback).
- Pupils (via surveys and focus groups).
- Parents and carers (through consultation events and written feedback).
- Trustees and Local Governing Boards.

Each academy will adopt this Trust policy and adapt the implementation detail to suit its context. The policy will be reviewed every [insert period, e.g. 2 years], or sooner if statutory guidance changes.

4. Definition

RSE is the lifelong learning about relationships, emotions, sexual health, sexuality, diversity, and personal identity.

It combines:

- Knowledge and factual information.
- Exploration of attitudes, values and social/cultural norms.
- Development of skills to make informed decisions.
- RSE is not about promoting sexual activity.

5. Curriculum

- The RSE curriculum is mapped Trust-wide, aligned to statutory guidance, and age-appropriate.
- Each academy publishes its curriculum map (see Appendix 1) and will share all resources with parents/carers on request.
- Content is adapted to reflect the needs of pupils in Alternative Provision (AP) and SEND settings, using differentiation and accessible delivery.
- Primary focus: families, friendships, respect, online safety, and body changes. Optional additional sex education may be provided if needed.
- Secondary focus: building on primary learning, covering respectful relationships, consent, sexual health, contraception, online/media influences, and the law.

6. Delivery of RSE

- RSE is taught primarily through PSHE, science, and RE.
- Lessons are delivered by trained staff in safe, supportive environments.
- Teaching is inclusive and accessible to all pupils, including those with SEND and those in AP.

- Pupils may be taught in whole-class, small-group or individual sessions, depending on need.

7. Use of External Organisations and Materials

- The Trust may invite external organisations (e.g. school nurses, health professionals) to support RSE.
- All materials and sessions are vetted to ensure they:
 - * Are age-appropriate.
 - * Are inclusive and sensitive.
 - * Uphold British values and political impartiality.
- A teacher will always be present during sessions.

8. Roles and Responsibilities

- Trust Board: Approves and monitors the Trust-wide policy.
- Local Governing Boards: Ensure implementation in each academy.
- Headteachers: Ensure consistent delivery and manage parental requests for withdrawal.
- RSE/PSHE Leads: Oversee planning, resources, staff training and curriculum delivery.
- Staff: Deliver lessons sensitively, model positive attitudes, and respond appropriately to questions.
- Pupils: Engage respectfully and thoughtfully in lessons.

9. Parents' Right to Withdraw

- Primary: Parents cannot withdraw children from statutory relationships education or science curriculum. They may withdraw from any non-statutory sex education.
- Secondary: Parents can withdraw children from sex education (non-statutory components) until three terms before their 16th birthday. After this, pupils can choose to participate.
- Requests must be made in writing to the Headteacher (Appendix 2 provides a form).

10. Training

- All staff receive induction and CPD on delivering RSE.
- The Trust provides ongoing professional learning and access to resources.
- External agencies may support staff training.

11. Monitoring and Evaluation

- Monitoring is carried out by PSHE/RSE Leads and senior leaders via planning scrutinies, lesson visits, and pupil voice.
- Trust leaders review provision across academies.
- Impact is measured through pupil engagement, confidence, and safeguarding outcomes.
- This policy will be reviewed annually and approved by the Trust Board.

Appendix 1: Statutory Knowledge Expectations

By the end of primary school, pupils should know:

- Families and people who care about me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

By the end of secondary school, pupils should know:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

Appendix 2: Parent/Carer Withdrawal Form

Withdrawal from Sex Education within Relationships and Sex Education (RSE)
To be completed by parents/carers

Name of child: _____

Class/year group: _____

Name of parent/carers: _____

Date: _____

Reason for withdrawing from sex education within RSE:

Any other information you would like the academy to consider:

Parent/carers signature: _____

To be completed by the school/academy

Agreed actions following discussion with parent/carers:

Example: "Pupil will continue to access all relationships education lessons. During the sex education lessons, they will work independently on a PSHE project supervised by staff."

Headteacher/Lead signature: _____

Date: _____