



Allerton Grange School RSE Policy (Relationship and Sex Education) 2025-26

**Designated Lead: Liz Braim Temporary Assistant Headteacher
PSHE Curriculum lead: Monisha Mahoney,
Reviewed January 2025 Review
Ratified by Governors on 11 March 2025 cycle: 1 year
Next review: January 2026**

1. Rationale and Ethos

Allerton Grange School believes that a strong relationships and sex education allows all students to make informed choices about their personal and social health and safety. We believe that all students have the right to crucial information that can aid them in developing secure relationships and having a safe and responsible understanding of sex.

This policy covers Allerton Grange School's approach to delivery and quality-assuring an effective and mandatory RSE curriculum that coincides with the requirements outlined by the Department of Education.

Documents that inform the school's RSE policy include

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary Guidance SRE for the 21st Century (2014)
- Keeping Children Safe in Education—Statutory Safeguarding Guidance (2021)
- Relationships and Sex Education Statutory Guidance (2019)

2. Scope and Statutory Requirements

We define 'relationships and sex education' as wealth of powerful knowledge that equips all young people in enjoying positive and healthy relationships, as well as positively developing their identity in regards to sexuality, gender, and relationships.

This knowledge includes but is not limited to:

- Knowledge concerning sex and relationships that enables pupils to enjoy the positive benefits of healthy and responsible relationships. Including the qualities and characteristics that are nurtured in healthy or toxic relationships and where to seek support.
- Knowledge that enables all pupils to maintain their sexual health throughout puberty and sexual relationships, including but not limited to; awareness of common STIs, contraceptive devices, and accessing sexual health clinics. Moreover, knowledge that encompasses fertility and the responsibilities surrounding pregnancy.
- Factual knowledge that equips students with the fact and laws surrounding sexual behaviour, relationships and sexual health in an age-appropriate way. It guides students to assess the risks of sexual behaviour and how to assess readiness for engaging in sexual activity in a legal and healthy way.
- Knowledge that sensitively explores the risks as well as the emotional and physical impacts of abuse, coercive control, female genital mutilation, grooming, honour-based violence, forced marriage, sexual violence and exploitation whilst equipping students with a range of support networks and dispelling myths that connect these acts with religious practices.

- Knowledge that analyses the rights and responsibilities we have online and how to maintain a positive online presence including the impact of cyberbullying, social media and mental health, and developing digital resilience.
- Knowledge that ensures our students have a range of strategies and coping techniques to assist in maintaining good mental wellbeing and the common risks associated with poor mental wellbeing. Furthermore, providing students with a range of professional support networks they can access in cases of poor mental health.
- Knowledge on the significance of equality of gender and sexuality within a person's identity and how to respect all relationships including LGBTQI+ relationships.
- Knowledge of the physical benefits of an active lifestyle, the importance of regular exercise and having a healthy diet, as well as the facts about drugs, alcohol and tobacco. Furthermore, providing students with knowledge of how to maintain their health and steps they can take to prevent ill health.
- Knowledge of how to access emergency services if necessary and the concepts of basic first aid.
- Knowledge that ensures students understand there are different types of committed, stable relationships, including what marriage is and why some couples enter into it. Furthermore, how relationships can contribute to happiness as well as the roles and responsibilities of parents with respect to raising children.

We ensure that RSE is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND) by creating age-appropriate resources for all that provide the rich and critical information needed to support our students. Moreover, we ensure that RSE fosters gender equality and LGBTQI+ equality through gender identity and sexual identity education as well as instilling a zero-tolerance policy on homophobia and sexism.

For specific details of how our whole school delivery covers the relevant statutory elements of the RSE, please see the PSHE Overview available on www.allertongrange.com This yearly overview may be adapted as appropriate. It takes into account the age, needs and feelings of students.

3. Roles and Responsibilities

- The Governing Board will approve the RSE policy and hold the Head teacher and relevant member of the Senior Team (Assistant Headteacher, Personal Development) to account for its implementation.
- The Head Teacher and Assistant Headteacher (Personal Development) are responsible for ensuring that RSE is taught consistently across the school and for managing requests to withdraw students (see section on withdrawal).
- The curriculum design and assessment implementation is overseen by the PSHE Curriculum Leader and supported by Assistant Head Teacher. While designing the curriculum, the PSHE Curriculum Leader consulted with staff, parents and students. We continue to consult as part of our quality assurance process.

- RSE is placed within the PSHE curriculum that is delivered during dedicated slots in form. Form tutors and support staff are provided yearly training to assist them in delivering RSE in a sensitive and positive way. The school recognises the sensitivity of specific content and will provide form tutors with appropriate accredited resources to best support them in delivery.
- Students are expected to engage fully in RSE and abide by the ground rules set out within the PSHE curriculum that ensure a safe and supportive learning environment is maintained.
- The RSE curriculum is supported by a range of curriculum areas including Science, PSHE, and Religious Studies.

Our school has a policy for using visitors, if we choose, to support the delivery of PSHE.

4. Justification and Legal Requirements

The law in relation to RSE states:

- All schools must deliver relationships and sex education from September 2021 which falls in line with the guidance published by The Department of Education.

5. The Right of Withdrawal

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

If a parent/carer wishes to withdraw their child, they should contact the Head Teacher in the first instance who together with the appropriate member of SLT will provide them with the appropriate information for this process.

A copy of the withdrawal requests will be placed on the child's educational record. Alternative work will be given to students who are withdrawn from sex education.

The school will work in partnership with all parents/carers to make them feel comfortable and reassured about the content and delivery of this aspect of education

6. Dissemination, monitoring and evaluation

This policy is published to all staff members and governors and is available on the school website. The policy and programme are monitored and evaluated through QA procedures, discussion, staff and student voice and SLT review.

7. Aims

This policy is a working document which provides guidance on all aspects of RSE and aims to provide a secure framework within which staff can work. The intended audience includes:

- Staff
- Parents/carers
- Governors
- Visitors to the school

Allerton Grange School aims to provide young people with the following:

- Learning about their bodies, their health and their relationships
- Gradual fact based and accurate information
- The development of values, attitudes, personal and social skills and increased knowledge and understanding to allow them to make informed decisions and life choices

8. An age-appropriate education taught through all Key Stages Safeguarding Children Statement

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issues. All staff are conversant with the procedures for reporting their concerns through the *Child Protection and Safeguarding Policy*. Any concerns or disclosures should be referred to the Designated Safeguarding Lead for Child Protection Ruth Rowbotham or Sarah Whittingham.

9. School access to Sexual Health Services

Our school can refer pupils to Sexual Health Services when appropriate and has access to medical professionals