

# Relationship and Sex Education Policy Hallmoor School



**HALLMOOR  
SCHOOL**

<b>Approved by:</b>	<b>Date:</b>
<b>Last reviewed on:</b> January 2026	
<b>Next review due by:</b> January 2027	

## **Contents**

1. Aims
  2. Statutory requirements
  3. Policy development
  4. Definition
  5. Curriculum
  6. Delivery of RSE
  7. Use of external organisations and materials
  8. Roles and responsibilities
  9. Parents' right to withdraw
  10. Training
  11. Monitoring arrangements
- Appendix 1: Curriculum map
- Appendix 2: Parent form: withdrawal from sex education within RSE

---

## **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

## 2. Statutory requirements

As an all-through academy, we must provide RSE to all pupils under the [Children and Social Work Act 2017](#).

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

We must also have regard to our 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 Hallmoor School, we teach RSE as set out in this policy.

## 3. Policy development

This policy has been developed in consultation with staff, pupils and parents/carers. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents/carers and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

## 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.

## 5. Curriculum

Our RSE curriculum is set out as per Appendix 1, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents/carers, pupils and staff, and taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

We will share all curriculum materials with parents and carers upon request.

## 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 focuses on giving young people 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 Appendix 1.

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.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Online safety and awareness
- Being safe

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born
- RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships, including:
  - Families
  - Respectful relationships, including friendships
  - Online safety and awareness

Commented [SE1]: We don't teach RE

- o Being safe
- o Intimate and sexual relationships, including sexual health

RSE complements several other curriculum subjects. Where appropriate, the school will look for opportunities to make links between the subjects and integrate teaching. The RSE curriculum will be delivered by appropriately trained members of staff.

Teachers will make sure that pupils understand the importance of equality and respect, and learn about the law relating to the protected characteristics, as set out in the Equality Act 2010, by the end of their secondary education. The curriculum is designed to focus on pupils of all gender identities and expressions, and activities will be planned to make sure all are actively involved.

Throughout each year group we will use appropriate material to assist learning, such as:

- o Diagrams
- o Videos
- o Books
- o Games
- o Discussions and practical activities

Teachers will make sure that all pupils' views are listened to, and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the age of the pupils.

The programme will be designed to focus on boys as much as girls, and activities will be planned to make sure both are actively involved.

The school will make sure that all teaching and materials are appropriate for the ages and needs of the pupils including any additional needs.

At all points of delivery of the curriculum, the school will consult parents and carers, and their views will be valued. What will be taught and how will be planned in conjunction with parents and carers.

It is important for secondary pupils to know what the law says about certain topics covered in RSE, particularly in relation to the law and young people. This will help pupils identify what is right and wrong, and can provide a foundation of knowledge for deeper discussion. These topics include, but are not limited to:

- o Marriage, including forced marriage and civil partnerships
- o Consent, including the age of consent
- o Domestic abuse, stalking, rape, sexual offences, female genital mutilation (FGM), 'virginity testing' and hymenoplasty
- o Sexual abuse, harassment and exploitation, including public sexual harassment and harmful sexual behaviour
- o Online behaviours including image and information sharing (including sexual imagery, youth-produced sexual imagery and including AI-generated sexual imagery and deepfakes). Pupils should understand the law about online sexual harassment and online sexual abuse, including grooming and sextortion
- o Pornography
- o Abortion
- o The protected characteristics
- o The age of criminal responsibility

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

We may amend our curriculum content to respond to the needs and context of our pupils, to discuss issues affecting them in an age-appropriate manner. We will inform parents and carers of any deviation from our published policy in advance, and share any relevant materials on request.

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 (i.e. families can include single-parent families, same-sex parents, families headed by grandparents, adoptive parents and foster parents among other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children, young carers or kinship carers).

Across our school, we will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal activity, such as violent action against people, criminal damage to property or hate crime.

## 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, makes pupils 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:
  - A whole-class setting
  - Small groups or targeted sessions
  - 1-to-1 discussions
  - Digital formats
  - Give careful consideration to the level of differentiation needed

## 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 Local Academy Council

The Local Academy Council will hold the headteacher to account for the implementation of this policy.

### 8.2 The headteacher

The headteacher is responsible 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 (see section 9).

### **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.

### **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 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 using the form found in Appendix 2 of this policy 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.

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

## **10. Training**

Staff are 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 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 Richard Grant – Assistant Headteacher, through monitoring arrangements, such as planning scrutinies, learning walks, book looks and lesson observations

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

This policy will be reviewed by Richard Grant - Assistant Headteacher, annually. At every review, the policy will be approved by the headteacher.

Appendix 1: curriculum Maps

Primary Curriculum Map

Planning Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Self-Awareness	Self-Care, Support, and Safety	Managing Feelings	Changing and Growing	The World We Live In	Careers
PY1	Things We Are Good At	Taking Care of Ourselves	Baby to Adult	Healthy Eating (Part One)	Respecting Differences	Careers Project
PY2	Kind and Unkind Behaviours	Keeping Safe	Identifying and Expressing Feelings	Dealing With Touch (Part One)	Taking Care of Physical Health (Part One)	Jobs People Do
PY3	Playing and Working Together	Trust	Different Types of Relationship (Part One)	Keeping Well (Part One)	Rules and Laws	Careers Project
PY4	People Who Are Special To Us	Keeping Safe Online (Part One)	Managing Strong Feelings (Part One)	Dealing With Touch (Part Two)	Healthy Eating (Part Two)	Taking Care of The Environment
PY5	Getting On With Others (Part One)	Public and Private	Different Types of Relationship (Part Two)	Taking Care of Physical Health (Part Two)	Belonging To a Community	Careers Project
PY6	Getting On With Others (Part Two)	Keeping Safe Online (Part Two)	Managing Strong Feelings (Part Two)	Changes at Puberty	Keeping Well (Part Two)	Money

Key Stage 3 Curriculum Map

Planning Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Self-Awareness	Self-Care, Support, and Safety	Managing Feelings	Changing and Growing	The World We Live In	Careers
PY1	Things We Are Good At	Taking Care of Ourselves	Baby to Adult	Healthy Eating (Part One)	Respecting Differences	Careers Project
PY2	Kind and Unkind Behaviours	Keeping Safe	Identifying and Expressing Feelings	Dealing With Touch (Part One)	Taking Care of Physical Health (Part One)	Jobs People Do
PY3	Playing and Working Together	Trust	Different Types of Relationship (Part One)	Keeping Well (Part One)	Rules and Laws	Careers Project
PY4	People Who Are Special To Us	Keeping Safe Online (Part One)	Managing Strong Feelings (Part One)	Dealing With Touch (Part Two)	Healthy Eating (Part Two)	Taking Care of The Environment
PY5	Getting On With Others (Part One)	Public and Private	Different Types of Relationship (Part Two)	Taking Care of Physical Health (Part Two)	Belonging To a Community	Careers Project
PY6	Getting On With Others (Part Two)	Keeping Safe Online (Part Two)	Managing Strong Feelings (Part Two)	Changes at Puberty	Keeping Well (Part Two)	Money

Key Stage 4 Curriculum Map

Planning Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Self Awareness	Self-Care, Support, and Safety	Managing feelings	Changing and growing	Healthy Lifestyles	Careers
PY1	Prejudice and discrimination	Keeping Safe Online  Emergency Situations	Romantic feelings and sexual attraction	Intimate Relationships, Consent and Contraception	Healthy Eating and Body Image Preparing for Adulthood	Am I Ready For Work?

Planning Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Self Awareness	Self-Care, Support, and Safety	Managing feelings	Changing and growing	Healthy Lifestyles	Careers
PY1	Prejudice and discrimination	Keeping Safe Online  Emergency Situations	Romantic feelings and sexual attraction	Intimate Relationships, Consent and Contraception	Healthy Eating and Body Image Preparing for Adulthood	Am I Ready For Work?

## Appendix 2: Parent/carer form: withdrawal from sex education within RSE

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

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents/carers	Include notes from discussions with parents/carers and agreed actions taken. Eg: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom