



Allerton Grange School

RSE Policy

(Relationship and Sex Education)

2026-27

Designated Lead: Liz Braim Assistant Headteacher Monisha Mahoney, PSHE Curriculum Lead
AGu Temp PSHE Curriculum Lead for MMA maternity leave

Interim review July 2026

Review cycle: 1 year

Next review: January 2027

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.

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

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.

2. Statutory Requirements and Scope

The Department of Education's statutory requirements mean all schools must deliver a broad and balanced curriculum that promotes pupils' physical health, mental wellbeing, relationships, and personal development. In line with statutory expectations, we cover Relationships and Sex Education (RSE) alongside Health Education. Within Relationships and Sex Education specifically, pupils learn about different types of relationships, consent, respect and boundaries, puberty and physical development, reproduction, sexual health, contraception, and the importance of seeking help and advice from trusted sources.

The Department of Education's Statutory Guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education can be viewed: [Relationships Education, Relationships and Sex Education and Health Education guidance](#)

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 regarding sexuality, gender, and relationships.

In line with statutory requirements our curriculum covers, but is not limited to, the following areas:

- Different types of stable relationships and their role in wellbeing and raising children. It explains the legal importance of marriage and civil partnerships, highlighting that cohabitation does not provide the same rights and that "common-law marriage" is a myth. It also teaches that forced marriage and marriage under 18 are illegal. Students

learn how families and relationships evolve over time, the responsibilities of parenting, and the importance of early childhood development. Additionally, it helps them recognise unsafe relationships and understand how and where to seek help.

- Building respectful relationships by promoting qualities such as trust, consent, kindness, and mutual respect. It teaches pupils to treat others equally, value diversity, and develop self-esteem and healthy independence. Students gain skills for effective communication, managing conflict, and ending relationships sensitively. It also addresses bullying, stereotypes, power imbalances, and the influence of harmful content like pornography or online subcultures, helping pupils recognise risks and maintain safe, respectful behaviour in all relationships.
- How to stay safe and responsible online by understanding their rights and behaviour expectations. It highlights risks such as sharing personal information, fake content, scams, and harmful material, including deepfakes and inappropriate content. Students learn about laws around sharing images, especially involving under-18s, and how to report concerns. It also covers online bullying, data privacy, the influence of social media and pornography, and the risks of emerging technologies like AI, encouraging critical thinking and safe online practices.
- Keeping safe by understanding consent, boundaries, and how to recognise and resist pressure in relationships. It teaches students to identify unsafe situations, seek help, and stay safe in public and online. Key topics include recognising and reporting sexual harassment, abuse, exploitation, and harmful behaviours, as well as understanding related laws. It also highlights serious risks such as coercion, grooming, FGM, and violence, and encourages pupils to seek support for themselves or others when needed.
- Understanding healthy intimate and sexual relationships, emphasising consent, personal choice, and the law. It covers the impact of sexual decisions on overall health and highlights that some behaviours can be harmful. Students learn about contraception, pregnancy options, and the prevention and treatment of STIs, including HIV. It also addresses the influence of alcohol and drugs on decision-making, the importance of accurate information, and how to access support and advice for sexual health concerns.
- How online activities affect mental and physical wellbeing, including the risks of excessive screen time and negative content. It highlights the differences between online and real life, such as unrealistic comparisons and curated identities. Students learn to recognise and report harmful online behaviour, understand risks like gambling and illegal activities, and develop skills to critically evaluate targeted information, misinformation, and harmful content, while knowing how to seek support when needed.
- The importance of maintaining a healthy lifestyle through regular physical activity and managing a healthy weight. It explains how inactivity can lead to health issues, including heart disease, and provides awareness of more serious health conditions. It also shows how exercise supports mental wellbeing and introduces basic knowledge about blood, organ, and stem cell donation.

- Maintaining a healthy diet and understanding the risks of poor eating habits, including tooth decay, weight gain, and heart disease. It highlights the health risks linked to obesity, such as cancer and type 2 diabetes, and explains how alcohol can negatively affect diet and contribute to unhealthy weight gain.
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- How to maintain good health through hygiene, sleep, dental care, and disease prevention. It covers the spread of infections, the importance of vaccinations, and responsible use of antibiotics. Students learn about self-care, accessing healthcare services, and understanding the healthcare system, including consent and patient rights. It also highlights healthy behaviours for pregnancy and the importance of taking responsibility for personal health.
- Helping students recognise risks and stay safe in different environments, such as roads, railways, water, and unfamiliar settings. It teaches how to manage peer pressure, develop social and emotional skills, and make responsible decisions. Students also learn about the risks of violence, knife crime, and exploitation, as well as how to identify warning signs and seek support from trusted adults.
- Basic first aid skills, including how to treat common injuries and illnesses. It also covers life-saving techniques such as CPR and explains the purpose and use of defibrillators in emergencies.
- The physical and emotional changes during puberty, including brain development and differences between males and females. It covers menstrual and reproductive health, common conditions, fertility, and menopause, helping students understand when to seek medical advice and how lifestyle choices can affect reproductive health.

We recognise the distinction between Relationships Education and Sex Education. Relationships Education focuses on teaching students about healthy, respectful relationships, including friendships, family relationships, and online safety. It does not involve teaching the detail of different forms of sexual activity. However, it may address sensitive topics, such as sexual violence and consent, in an age-appropriate way to ensure pupils are informed and equipped to keep themselves safe.

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. Curriculum Design

- The curriculum design and assessment implementation is overseen by the PSHE Curriculum Leader and supported by the Assistant Head Teacher.

- RSE is an integral part of our whole-school PSHE curriculum that is delivered in form time by form tutors.
- The RSE curriculum is supported by a range of curriculum areas including Science, PSHE, and Religious Studies.
- We ensure an age-appropriate RSE programme by annually reviewing the content, taking into the needs of our students and consulting with staff, students and parents/carers.
- We ensure that our Relationships and Sex Education (RSE) provision is inclusive and responsive to the needs of all pupils, including those with special educational needs and disabilities (SEND). This is achieved through the development of age-appropriate resources that deliver essential, meaningful information to support every student effectively.
- An overview of the learning in each key stage can be found at www.allertongrange.com
- Students understanding of RSE is assessed through PSHE assessments completed twice a year during form time.
- The school has a visitor policy which also applies to external visitors who may be used to enhance PSHE delivery.
- All RSE curriculum materials, including any used by external providers, are available for parents/carers to view by contacting the PSHE lead.

4. Roles and Responsibilities

- The Head Teacher and Assistant Head Teacher (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 the Assistant Head Teacher.
- RSE is placed within the PSHE curriculum that is delivered during dedicated slots in form. Form tutors and support staff are provided with appropriate 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.
- A school governor has oversight of Personal Development which cover the RSE and PSHE curriculum. Furthermore, the Governing Body scrutinise and ratify this policy.

5. Safe and Effective Practice

- 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.
- Staff 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.
- Staff are also supported in how to address students' questions on 'tricky questions' by resources and training.
- Students are made aware of who and how they can seek support from in school. For example, students are regularly reminded of the safe@allertongrange.com email that is monitored by the CP team.
- Where students' questions extend beyond the sex education taught within the curriculum, staff will acknowledge the enquiry and consult the PSHE lead and/or safeguarding team. Responses, where appropriate, will be clear, factual and age-appropriate.
- Where a student asks a question relating to sex education from which they have been withdrawn, staff will respect the parental decision by acknowledging the question and explaining that they are unable to respond. The PSHE lead and/or safeguarding team will then be informed, and will liaise with parents or carers as appropriate.
- In the case of student questions that fall outside what is taught (or for withdrawn pupils), where appropriate, staff will signpost pupils to discuss the question with their parent or carer.

6. Engagement with parents and other stakeholders

- The RSE policy is accessible on the school website and can also be obtained from the PSHE lead upon request.
- Parents and carers are given the opportunity to share their views during the development and review of the RSE policy
- Parents and carers wishing to view RSE teaching materials should contact the PSHE lead, who will arrange access.
- We notify parents, carers and staff within school of the RSE content being covered through our parental and staff communication channels e.g. for parents/carers via Class Charts and for staff via emails and staff briefings.

- All stakeholders are consulted on an annual basis. Their views, where appropriate, are considered when reviewing the delivery of the statutory curriculum, including student voice to ensure it reflects the needs of all students.

7. 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.

8. Monitoring, reporting and evaluation

The school's RSE provision is monitored and evaluated through established quality assurance processes applied across the curriculum. These include student voice, lesson observations, and analysis of assessment data. RSE and PSHE outcomes are also reported to Governors through the Personal Development Reports.

Policy ratified by governors on: 07/07/2026

Policy to be reviewed January 2027