

Relationships and Sex Education Policy (2026)



CROWN HILLS
COMMUNITY COLLEGE
A Specialist Sports College



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Crown Hills Community College
Policy Document

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This policy has been written in conjunction with the college's Equality and Diversity policy (Equality Act 2010)

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1. Definitions

1.1 Relationships and Sex Education (RSE) and Health Education at Crown Hills Community College sits within the wider framework of PSHE and Citizenship.

1.2 The RSE provision at Crown Hills Community College is planned and delivered in accordance with the statutory guidance from the Department for Education (DfE), principally those listed in Section 2 of this policy. The most recent statutory guidance published by the DfE is Relationships Education, Relationships and Sex Education (RSE) and Health Education (2025), and since the publication of this guidance the relevant curriculum area at Crown Hills Community College has been referred to as PSHCE/RSE or as Life Skills.

1.3 The acronym stands for:

- P – Personal
- S – Social
- H – Health
- C – Citizenship
- E – Economics
- R – Relationships
- S – Sex
- E – Education

RSE education is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. It provides pupils with the information they need to develop healthy, nurturing relationships of all kinds, including but not limited to intimate relationships. RSE does not promote early sexual experimentation, but instead gives them an understanding of human sexuality and mutual respect.

1.4 Health Education concerns the development of pupils understanding of the different factors that contribute to a healthy life. It teaches pupils about physical health and mental wellbeing, in order that they can make good decisions about their health and wellbeing both during their time at Crown Hills Community College and thereafter.

1.5 RSE is different to relationship education. Relationship education does not involve explaining the detail of different forms of sexual activity but can cover sensitive topics such as sexual violence to keep children safe.

2. Statutory requirements

2.1 The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under Sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all students receiving Secondary Education. They also make compulsory Health Education to all pupils in maintained schools.

2.2 Specifically, Section 34 (3) of the Children and Social Work Act 2017 (that concerns RSE) requires that:

a) Pupils learn about:

- I. Safety in forming and maintaining relationships,
 - II. The characteristics of healthy relationships, and
 - III. How relationships may affect physical and mental health and well-being, and
- b) The education is appropriate having regard to the age and the religious background of pupils.

2.3 The principle statutory guidance concerning the planning and delivery of RSE is the Relationships Education, Relationships and Sex Education (RSE) and Health Education 2025, issued under Section 80A of the Education act 2002 and Section 403 of the Education Act 1996. The RSE policy and Curriculum at Crown Hills Community College is designed and delivered in accordance with this guidance.

2.4 The Education Act 1996 Section 403 requires schools to:

- a) Encourage pupils to have due regard to moral considerations and the value of family life
- b) Ensure pupils learn from the nature of marriage and its importance for family life and the bringing up of children
- c) Ensure pupils are protected from teaching and materials which are inappropriate having regard to the age and the religious and cultural background of the pupils concerned

2.5 The Education Act 2002 Section 80A requires schools to teach pupils about:

- a) The nature of marriage and civil partnerships and their importance for family life and the bringing up of children
- b) Safety in forming and maintaining relationships
- c) The characteristic of healthy relationships, and
- d) How relationships may affect physical and mental health and wellbeing

2.6 The Relationships Education, Relationships and Sex Education (RSE) and Health Education 2025 guidance provides a detailed list of topics that pupils should learn about before they leave secondary education.

RSE must cover the following topic areas:

- a. Families
- b. Respectful relationships, including friendships
- c. Online safety and awareness
- d. Being safe
- e. Intimate and sexual relationships, including sexual health
- f. The law

2.7 Health Education must cover the following topic areas:

- a. Mental wellbeing
- b. Wellbeing online
- c. Physical health and fitness
- d. Healthy eating
- e. Drugs, alcohol, tobacco and vaping
- f. Health protection and prevention, and understanding the healthcare system
- g. Personal safety
- h. Basic first aid
- i. Developing bodies

The statutory guidance is clear that schools must show regard for said guidance; however, schools are free to determine a curriculum that is age and developmentally appropriate for the young people it serves, as well as being free to determine how to deliver the content to best suit the needs of their pupils, in consultation with parents and the local community.

2.8 Schools are also required to comply with the Equality Act 2010, in particular Section 149: Public Sector Equality Duty. This has implications both on the content of what is taught, and the manner in which it is taught. Pupils are to be taught about the topics covered in RSE and Health Education from within the context of the law. Schools must also make reasonable adjustments to alleviate the disadvantage on the basis of the nine protected characteristics as

defined in the Equality Act 2010, and be mindful of the SEND Code of Practice, in order that all pupils are able to access the RSE and Health Education curriculum.

2.9 At Crown Hills Community College we teach RSE and Health Education in accordance with the statutory requirements outlined above in points 2.1-2.8. An overview of the RSE and Health Education topics and where they are taught across the wider curriculum can be found in Appendix 1.

This policy should be read alongside the school's:

- Safeguarding and Child Protection Policy
- Behaviour Policy
- Online Safety Policy
- Equality Policy
- SEND Policy
- Anti-Bullying Policy

3. Policy development

3.1 This policy has been developed in consultation with staff, students and parents.

3.2 The schools Head of Life Skills pulled together all relevant information including relevant national and local guidance.

3.3 Feedback is solicited from the teaching and support staff at the school throughout the academic year, relating to the content and delivery of the PSHCE/RSE Curriculum.

3.4 Feedback is solicited from the students at the school throughout the academic year, relating to the content and delivery of the PSHCE/RSE Curriculum.

3.5 Parents are updated throughout the academic year, relating to the content and delivery of the PSHCE/RSE Curriculum. Materials are available on request.

3.6 Students, parents and staff including safeguarding and curriculum leads are given the opportunity to look at the policy and make recommendations.

3.7 The Principal must approve this policy and the school's Local Governing Body are required to hold the Principal to account for the delivery of RSE as set out in this policy.

3.8 This policy is reviewed annually.

4. Aims and Objectives

4.1 Our PSHCE/RSE intent:

At Crown Hills Community College our PSHCE/RSE we are aware that our students are growing up in an increasingly complex world, both on and offline, as they engage with a variety of relationships. We aim to ensure all our students are equipped with the knowledge, understanding and wisdom to become well-informed, successful and productive members of our community and society as a whole. Working alongside our school's values, with British values and SMSC embedded within our PSHCE/RSE curriculum, we are firmly committed to upholding the value and uniqueness of each person, regardless of race, religion, sexuality or gender. We believe that every child is important; that every young person has the right to be healthy, stay safe, enjoy and achieve, make a positive contribution and to achieve economic well-being.

4.2 In addition to the DfE guideline as outlined in Section 2 of this policy, our ultimate aim through the RSE curriculum is to support students and help them to embrace the challenges of creating a happy and successful adult life by equipping them with the knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. This is expanded in detail in the objectives of the RSE curriculum outlined below:

- Provide a framework in which sensitive discussions can take place
- Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- To provide reassurance that change is a part of the life cycle and to provide support with these adjustments
- Help students develop feelings of self-respect, confidence and empathy

- To develop growing understanding of risk and safety and the motivation and skills to keep themselves safe
- To be aware of sources of help and to acquire the skills and confidence to use them
- Create a positive culture around issues of sexuality and relationships
- Teach students the correct vocabulary to describe themselves and their bodies
- To counteract misleading myths and folklore
- To help children know their rights and responsibilities
- To be aware of the law on sexual behaviour

5. Curriculum

5.1 The schools Sex and Relationships education programme supports the personal and social development of all students, ensuring that they have the ability to accept their own and other's sexuality, to express their sexuality in positive ways and to enjoy relationships based on mutual respect and responsibility, free from any abuse.

5.2 RSE is taught within the context of the law, and the law is always taken as the starting point for any discussion of RSE topics, especially when those topics might be sensitive or controversial. In particular, the Equalities Act 2010 functions as a guiding principle, and the primacy of equality, tolerance, and respect are emphasised in the curriculum, as underpinned and guaranteed by law.

5.3 We have taken into consideration the needs, feelings and age of our students and in which stage of their secondary career they will be studying various objectives. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

5.4 Owing to the necessity of introducing RSE topics to pupils at an age and developmentally appropriate time, several topics are revisited throughout the five-year curriculum are deepened and enhanced in order to be meaningful and useful to the pupils at every developmental stage in their lives.

5.5 The curriculum is designed to be accessible by all pupils. One way in which the needs of the pupils are considered is through the delivery of PSHCE/RSE to pupils with additional learning needs. This is explained further in Section 6, the 'delivery of RSE'. Our PSHCE/RSE curriculum map is set out in Appendix 1.

6. The Delivery of RSE

6.1 The majority of our PSHCE/RSE curriculum is delivered on once a week across the academic year from Year 7 to Year 10, as well as through tutor time and in assemblies. All PSHCE/RSE lessons are delivered by teaching staff or external providers.

6.2 The biological aspects of sex and the anatomy are also delivered in the Science curriculum. Aspects of religious views on sex and families are also delivered in the Religious Studies curriculum. Aspects of the RSE curriculum are delivered in Assemblies. A coverage of the RSE topics and where they are taught across the wider curriculum can be found in the Appendix.

6.3 As mentioned in Section 5, the school recognises that students with EHCPs, SEND and additional needs will require extra support to access the curriculum and are considered in the delivery of PSHCE/RSE. These students will receive additional support as required to ensure access to and understanding of the curriculum. This additional support is determined through liaison between the Head of Life Skills, the SENDCO, the Pastoral Team, and other relevant teaching staff. The specifics of the support differ according to the needs of the child.

6.4 For more information about our curriculum, our curriculum map is set out in Appendix 1; this is a live document that is subject to change throughout the year. Irrespective of changes, the curriculum will always be delivered in its' entirety. Visiting speakers may be sourced by the Head of Life Skills and invited to the school to support in facilitating our RSE curriculum. In addition to this, the overview curriculum may not be a true reflection of what all year groups will have studied over time, due to the disruption caused by Covid-19. The use of initiatives such as form sessions and additional assemblies has enabled the Head of PSHCE/RSE to ensure all year groups receive their statutory provision before the end of secondary school.

6.5 During lessons each week the pupils remain in mixed groups (with the exception of any session in which single sex delivery is required, for example in an external assembly delivered to girls or boys only), and these sessions will be accompanied by their class teacher throughout the session. This ensures that the PSHCE/RSE lessons are delivered in a space in which pupils feel safe and able to express and explore their views, ask questions, and raise concerns about potentially sensitive or challenging topics with a member of staff whom they trust and know well, and who also knows them well.

6.6 Where an external facilitator is working with a class or year group, at least one other member of teaching staff always remains present. Where content is delivered to multiple groups together, sufficient teaching staff always remain present to address any safeguarding concerns that may arise, and to ensure the smooth running of the session.

6.7 Designated Safeguarding Leads (including each of the Heads of Year at the school) actively support the staff and students in their year groups so they can readily pick up any issues or concerns that arise, given the sensitive nature of RSE topics. The school operates a rigorous safeguarding system where staff record any student safeguarding concerns. Immediately, this is sent to the Designated Safeguarding Lead or Deputy.

6.8 In order to help students, make informed choices, establish a healthy lifestyle and build up a system of values, the teaching methods used are as important as the content of the lesson. The participation of students in lessons is essential in order to encourage them to learn from others and to help them use appropriate language in ways which are understood by others. This requires the use of a range of teaching methods, such as group activities, written tasks, class discussions, the use of multi-media and so on. It accounts for the different styles of learning students may have.

6.9 Any pupil who is not in mainstream circulation during a lesson is provided with learning resources and tasks that cover all the subjects that they would study during that day and can be completed independently. They will be given the opportunity to ask questions and have discussions with their class teacher about the content.

6.10 If any students were to miss a lesson at the school, appropriate catch-up work will be put in to place and students will be required to complete this in a timely fashion.

7. External Visitors

7.1 External facilitators may be used at the discretion of the Head of Life Skills to supplement and enhance the delivery of the PSHCE/RSE Curriculum during lessons and assemblies.

7.2 External facilitators are booked in accordance with the school visitors protocol.

7.3 Visitors to the school are accompanied at all times and are therefore escorted by members of staff from Reception and between classrooms, to ensure the safety of pupils and school staff.

7.4 The content delivered by the external visitors is decided in advance and is carefully determined. Lesson plans and/or details of the session are sent to the Head of Life Skills in advance and are assessed according to their suitability for the pupils and the relevance to the curriculum. The Head of Life Skills works with external visitors to develop plans and resources that are both suitable and relevant. No content is delivered to the pupils that is deemed to be unsuitable or irrelevant to the curriculum.

8. Monitoring Arrangements

8.1 The delivery of RSE is monitored by leaders through planning scrutiny, learning walks, booklet checks and student voice.

8.2 Feedback is solicited from the teaching members of staff as to the efficacy and impact of the planned activities throughout lessons, to ensure a continual review and refinement of PSHCE/RSE lessons.

8.3 Feedback is solicited from the students at the school throughout the academic year, relating to the content and delivery of the PSHCE/RSE Curriculum.

8.4 Parents are updated throughout the academic year, relating to the content and delivery of the PSHCE/RSE Curriculum. Materials are available on request.

8.5 Student retention of knowledge and understanding is monitored through the provision of progress checks and summative assessments and retrieval practice during lessons of the information taught in the previous PSHCE/RSE lessons. Any areas identified through teaching or retention questions that needs additional going over, will be monitored by class teachers and relayed back to the Head of Life Skills who will ensure this is reflected in future curriculum planning and that appropriate feedback is provided to students.

9. Staff Training

9.1 Staff are trained on the delivery of RSE and it is included in continuing professional development sessions throughout the academic year and in particular at the start of the academic year as part of INSET. Staff are trained in aspects of teaching and learning pertinent to the delivery of the curriculum and are also trained in the specific content that they will be delivering.

9.2 The training is led by the Head Life Skills.

9.3 Prior to the teaching of certain topics, the Head of Life Skills briefs the class teachers on the plan for the topic and the topics due to be covered by each year group. This ensures that the staff delivering can identify any links to safeguarding and feel confident in delivering the material.

9.4 External visitors such as the school nurse or sexual health professionals may be invited into the school to provide extra support and training to staff teaching RSE.

10. Roles and Responsibilities

10.1 The local governing body will hold the Principal to account for the implementation of this policy.

10.2 The Principal, or a member of staff designated by the Principal, is responsible for managing requests to withdraw pupils from (non-statutory/non-science) aspects of RSE and for ensuring that the Head of Life Skills is held to account for the consistent delivery of the RSE curriculum.

10.3 The Head of Life Skills is responsible for the co-ordination of this policy and the implementation of the curriculum for students and training for staff.

10.4 Teaching staff are responsible for the delivery of RSE lessons, modelling positive attitudes to RSE, monitoring progress, responding to the needs of individual students and responding appropriately to students whose parents wish them to be withdrawn from (non-statutory/non-science) aspects 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 Principal or Head of Life Skills.

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

11. Parents' Right to Withdraw

11.1 Parents have the right to withdraw their children (non-statutory/non-science) aspects of RSE. Request for withdrawal should be put in writing using the form found in Appendix 2 and addressed to the Principal and provided to the school Reception. A copy of withdrawal requests will be placed in the student's educational record. The Principal, Head of Life Skills or staff member designated by the Principal or Head of Life Skills will discuss the request with parents and take appropriate action. Alternative work will be given to students who are withdrawn from RSE. Parents will receive a response to their request within 15 working days of the letter being sent.

11.2 Parents who previously have chosen to withdraw students may be contacted by the Principal, Head of Life Skills or staff member designated by the Principal or Head of Life Skills to discuss their decision.

11.3 It is emphasised that there is no right to withdraw a pupil from Relationships Education, Health Education, or elements of Sex Education covered by the National Curriculum (e.g. in Science).

11.4 From three terms before the pupil turns 16, a pupil can choose to opt back into sex education even if their parent has requested withdrawal. For example, if a pupil turns 16 during the autumn term, the pupil can opt back into sex education at any time after the start of the previous autumn term. Pupils that this is relevant to are made aware of this option by the Head of Life Skills or a designated staff member. This will only be relevant to pupils who are old enough for it to impact them and are on the new scheme of work starting in 2026.

11.5 If a pupil is withdrawn from sex education, they will be provided with appropriate, purposeful work that they must complete during the period of withdrawal.

11.6 When pupils ask questions about topics which go beyond any sex education covered by the school or relate to sex education from which they have been withdrawn, teachers will handle the questions with a focus on supporting the child. This may include asking a pupil to speak to their parent or trust adult, signposting to support services where needed and recognising that children whose questions go unanswered might instead turn to inappropriate sources of information, including online.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

Year		Autumn 1 Units Progress checkx2	Autumn 2 Progress checks x3	Spring 1 Yr 9 Jan Sum Asst	Spring 2 Yr 7 and Y8 March Sum Asst+	Summer 1 Progress checks x3	Summer 2 Progress checks x2
Y7	Unit	INDUCTION 1.5 WEEKS 26/8/25-4/9/25 Unit 1 PSHEE: REL: What are healthy, respectful relationship, including friendships? How do friendships shape who we are? How can I manage my emotions?	Unit 3 Citizenship: What is a citizen and why does it matter	Unit 5 PSHEE:LIWW: Why do I need to learn about the changing world of work?	Unit 7 PSHEE: REL: What are respectful relationship, including friend-ships?	Unit 9 PSHEE: (HAWB) How can I look after my health? NMO Progress Check	Unit 11 PSHEE: (LIWW:) How can I make good financial decisions?
Y7	Unit	Unit 2 PSHEE: HAWB: NMO: Unit 1 What does it mean to be healthy in body and mind? What are healthy habits? Progress Check	Unit 4 Citizenship: What is identity and community and how are they changing?	Unit 6 Citizenship: Why are civil liberties and human rights important?	Unit 8 Citizenship: How do charities help society?	Unit 10 Citizenship: How is the UK governed? What is local democracy?	12 Citizenship: Why do laws exist? How does the law deal with young people? NMH Progress Check
Y8	Unit	Unit 1 PSHEE: (HAWB) How do I make safe choices? How do substances affect short and long-term health?	Unit 3 PSHEE: Living in the wider world (LIWW) What are my rights and responsibilities?	Unit 5 PSHEE: Relationships How do I manage safety online and offline?	Unit 7 PSHEE: (HAWB) How do I build resilience and emotional strength? How do I manage my emotions and mental health?	Unit 9 PSHEE: Relationships How do I maintain healthy relationships? What makes a respectful relationship? How do I manage my emotions and mental health? How do I build resilience and emotional strength?	Unit 11 PSHEE: (LIWW) Why do I need to understand about finance?
Y8	Unit	Unit 2 Citizenship: Politics, parliament and government : How does the UK Political system work? Progress Check	Unit 4 Citizenship: How do we participate in democracy?	Unit 6 Citizenship: How does the media influence us? How does the media shape public opinion?	Unit 8 Citizenship: What is the law and how has it changed? How does the law protect us? How does the law deal with young people? What is justice?	Unit 10 Citizenship: How can young people bring about change and influence democracy NMH Progress Check	Unit 12 Citizenship: What can we do about global problems? How does the UK engage with global challenges?
Y9	Unit	Unit 1 PSHEE: HAWB How do I stay safe in a complex world? How do I manage my emotions and mental health?	Unit 3 PSHEE: (HAWB) How do I stay safe in a complex world? (Risks of vaping, smoking and drug addiction)	Unit 5 PSHEE: Relationships How do relationships change as we grow?	Unit 7 PSHEE: (LIWW). How do I make informed choices about my future? How do I prepare for future education and work?	Unit 9 PSHEE: Relationships: How do I build healthy long-term relationships? How do I protect myself from manipulation and harm? How do relationships change as we grow?	Unit 11 PSHEE: How do I build healthy long-term relationships? How do I protect myself from manipulation and harm Progress Check
Y9	Unit	Unit 2 Citizenship: LIMB: What are the principles and values that underpin British society? What is justice? Progress Check	Unit 4 Citizenship: LIMB: What is identity? How does power operate in the UK?	Unit 6 Citizenship: LIMB Media: How has political power been challenged?	Unit 8 Citizenship: How does the UK respond to global crises? How does the UK engage with global challenges?	Unit 10 Citizenship: Life in modern Britain: How can citizens make their voice heard and make a difference in society?	Unit 12 Citizenship How can we manage money well?
Y10	Unit	Unit 1 PSHEE: HAWB How do I recognise and challenge unhealthy relationship patterns? Progress Check	Unit 3 PSHEE: Living in the wider world How do I prepare for future education and work? (Includes works experience prep)	Unit 5 PSHEE: Relationships: How do I stay safe in relationships? How do I recognise and challenge unhealthy relationship patterns?	Unit 7 PSHEE: Health and well-being How do I make informed choices about sexual health?	Unit 9 PSHEE: Relationships: How do I build healthy long-term relationships? How do I make informed choices about sexual health?	Unit 11 PSHEE: Living in the wider world How can I prepare for the world of work?
Y10	Unit	Unit 2 Citizenship: Rights and responsibilities How does the justice system ensure fairness? How fair is the UK justice system? Progress Check	Unit 4 Citizenship: Rights and responsibilities: What are a citizen's rights and responsibilities within the legal system?	Unit 6 Citizenship: Rights and responsibilities: How do laws protect the citizen and deal with criminals?	Unit 8 Citizenship: What are universal human rights and how do we protect them?	Unit 10 Citizenship: How do citizens play a part to bring about change in the legal system? How effective is activism in the UK? Progress Check	Unit 12 Citizenship: Economy and finance- How does the economy affect our lives? How does the economy impact different groups? How do I manage money responsibly? How do I plan for financial independence? 1 week work experience
Y11	Unit	Unit 1 PSHE: HAWB- How do I manage stress and pressure? How do I manage my health independently? How do I maintain wellbeing during major life transitions?	Unit 3 PSHE: Living in the wider world How do I prepare for adulthood? Living in the wider world Progress Check	Unit 5 PSHE: Relationships How do I build safe adult relationships?	Unit 7 PSHE: Health and well-being How do I manage my health independently?	Unit 9 PSHE: Relationships, How do I build safe adult relationships? economy and Living in the wider world YPA/NMO	

Y11	Unit	Unit 2 Citizenship: Politics and participation- Where does political power reside in the UK and how is it controlled?	Unit 4 Citizenship: Politics and participation What are the powers of local government and how can citizens participate?	Unit 6 Citizenship: Politics and participation Where does political power reside?	Unit 8 Citizenship: Politics and participation How do other govern themselves?	Unit 10 Citizenship: Politics and participation What does it mean to be an active citizen? How can young adults shape society? How do we bring about political change?
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Appendix 2: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		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	