



George Eliot Academy

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Part of United Learning

Relationships and Sex Education Policy

REVIEWED BY: United Learning

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Relationships and Sex Education Policy

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Sex and Relationships Education Policy

1. Aims

- 1 The aims of relationships and sex education (RSE) at George Eliot Academy are to:
 - i. Provide a framework in which sensitive discussions can take place.
 - ii. Prepare pupils for, and support them with, puberty, and give them an age-appropriate understanding of sexual development and the importance of health and hygiene.
 - iii. Help pupils develop feelings of self-respect, confidence and empathy.
 - iv. Create a positive culture around issues of sexuality and relationships.
 - v. Teach pupils the anatomically correct vocabulary to describe themselves and their bodies.

2. Statutory Requirements

- 2.1 As secondary academy schools, we must provide RSE to all pupils as per section 34 of the Children and Social Work Act 2017.
- 2.2 Current regulations and guidance from the Department for Education state that from September 2020, all secondary schools must teach relationships and sex education.
- 2.3 The RSE policy supports/complements the following policies:
 - i. Safeguarding
 - ii. Child Protection
 - iii. British Values
- 2.4 In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the Secretary of State as outlined in section 403 of the Education Act 1996. At George Eliot Academy, we teach RSE as set out in this policy.
- 2.5 Documents that inform the Trust's RSE policy include:
 - i. Education Act (1996)
 - ii. Learning and Skills Act (2000)
 - iii. Education and Inspections Act (2006)
 - iv. Equality Act (2010)
 - v. Supplementary Guidance SRE for the 21st Century (2014)
 - vi. Keeping Children Safe In Education 2023 – Statutory safeguarding guidance
 - vii. Children and Social Work Act (2017)

3. Policy Development

- 3.1 Parents of pupils in George Eliot Academy will be given opportunities to understand and consult on our academy RSE delivery and subject content through parent forums and parents' evenings.
- 3.2 Lead teachers for PSHE and RSE have participated in the development of this Policy.

4. Definition

- 4.1 RSE is about emotional, social and cultural development, and involves learning about relationships, sexual health, sexuality, diversity and personal identity.
- 4.2 RSE involves a combination of sharing information, and exploring issues and values.
- 4.3 RSE is not instructive and does not promote sexual activity. RSE reminds pupils of the legal age of consent at pertinent moments and explicitly teaches about the benefits of delaying sexual relationships.
- 4.4 RSE will be taught not only in PSHE lessons but across the curriculum too in lessons such as science and physical education (PE) to help pupils to understand the role of healthy relationships more broadly, and to understand the scientific elements of human biology and conception. These subjects are not subject to the right to withdraw.

5. Curriculum

- 5.1 Our curriculum is set out as per Appendix 1 and will be made available on the website at least one half term before delivery, but we may need to adapt it as and when necessary. We have developed the curriculum in consultation with academy staff and expert guidance (e.g. the PSHE Association), taking into account the age, needs and feelings of pupils. We will make curriculum resources available for parents to access ahead of delivery, should they be requested. Please request these from the Head of PSHE, Miss Smith – Sophie.smith@georgeeliotacademy.org.uk.
- 5.2 We will ensure RSE is matched to the needs of our pupils by quality-assuring the lessons through a robust system of lesson observations, work scrutiny, learning walks and pupil voice. The curriculum and its content are reviewed regularly to ensure that content is current. Assessment in RSE will take the approach of knowledge quizzes to assess key terms.
- 5.3 We recognise that young people will ask questions during RSE, and it is important that pupils feel that they can be given honest answers that do not lead to them needing to seek the information out elsewhere. When teachers are unsure on how to answer (if a question is particularly sensitive or controversial, for instance), they will reassure pupils that they will come back to them after they have sought guidance from a member of senior staff on how to respond.
- 5.4 For more information about our curriculum, see our curriculum map on our school website.

6. Delivery of RSE

- 6.1 RSE is taught within the Personal, Social, Health and Economic (PSHE) education curriculum. Biological aspects of RSE are also taught within the science curriculum, and other aspects are included in religious education (RE).
- 6.2 Pupils may receive sex education sessions delivered by outside agencies as part of RSE provision.
- 6.3 Neither teachers nor pupils will give personal examples during sensitive discussions, and they should not be asked for them. While pupils are encouraged to explore their thoughts and feelings, we expect them to do so in a way that is respectful of others.
- 6.4 RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds, including:
 - i. Families
 - ii. Respectful relationships, including friendships
 - iii. Online and media
 - iv. Being safe
 - v. Intimate and sexual relationships, including sexual health

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

- 6.5 These areas of learning are taught within the context of family life, taking care to ensure 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, 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).
- 6.6 Visitors/external agencies which support the delivery of RSE will be required to share their resources with Head of PSHE before delivery to ensure they are appropriate for the pupils.
- 6.7 All staff teaching RSE will be supported by the Head of PSHE. This training will happen once a half-term during CPD time.

8. Roles and Responsibilities

8.1 The Board

- 8.1.1 The board will approve the RSE policy, and hold the Principal to account for its implementation.

8.2 The Principal

- 8.2.1 The Principal is responsible for ensuring that RSE is taught consistently across the academy, and for managing requests to withdraw pupils from the sex education component of RSE (see section 8).

8.3 Staff

8.3.1 Staff are responsible for:

- i. Monitoring progress.
- ii. Responding appropriately to pupils whose parents request for them to be withdrawn from the sex education component of RSE.
- iii. Head of PSHE is responsible to ensure the above points are being met.

8.3.2 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 issue. In this instance, the teacher will refer to the Safeguarding Policy.

8.3.3 We want all of our staff to feel confident to teach RSE and will provide individual support and guidance to all staff. If teachers have concerns about their capacity to teach any particular element of the curriculum, they should seek support from the PSHE Lead in the first instance.

8.4 Pupils

8.4.1 Pupils are given opportunities to engage and participate fully in lessons and, when discussing issues related to RSE, treat others with respect and sensitivity.

9. Parents' Right To Withdraw

9.1 Parents have the right to withdraw their child from the sex education components of RSE up to and until 3 terms before the child turns 16. After this point, if the young person wishes to receive sex education rather than being withdrawn, the school will arrange this.

DfE guidance page 17, para.45 states:

9.2 Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. This does not include relationship education or National Curriculum Science lessons, which cover biological aspects of human sexual behaviour.

9.3 Requests for withdrawal should be put in writing to the Principal, Mrs Homeira Zakary. A copy of withdrawal will be placed in the pupil's educational record. The Principal will discuss the request with parents and take appropriate action. Alternative, suitable work from elsewhere in the curriculum will be given to pupils who are withdrawn from sex education. It is the school's responsibility to offer high quality work to pupils who are withdrawn from sex education.

10. Policy Review Date

	Date	Name of owner/author
Authorised:	<i>Summer 2025</i>	<i>Homeira Zakary</i>
Policy Reviewed:	<i>Summer 2025</i>	<i>Tina Bass</i>
Next Annual Review Date:	<i>Summer 2026</i>	<i>Tina Bass</i>

Governor responsible

Tina Bass