



Relationships and Sex Education (RSE) and Health Education Policy

School:	City of Derby Academy
Trust:	Tapestry Learning Partnership
Head of School:	Claire Backhouse
RSE and Health Education Subject Lead:	Maggie McQuilton
Policy Review Lead:	Russ McKee – Assistant Headteacher (Personal Development)
Designated Safeguarding Lead:	Rich Meehan – Deputy Headteacher
Deputy Safeguarding Lead/ Safeguarding Manager:	Charlie Hughes
Date:	March 2026
Review cycle:	Annual

Statement of Intent

At City of Derby Academy we recognise that a high-quality programme of Personal, Social, Health and Economic education (PSHE), including Relationships and Sex Education (RSE) and Health Education, is a vital element of the academy's wider Personal Development curriculum.

Through this curriculum, students develop the knowledge, understanding and personal skills required to make safe, informed and responsible decisions throughout their lives.

The curriculum enables students to:

- understand how to build and maintain positive relationships based on mutual respect, trust and equality
- recognise unhealthy or abusive behaviours in relationships and know how to seek support
- understand the physical and emotional changes that occur during adolescence
- develop strategies to manage their mental and emotional wellbeing
- recognise risks in both online and offline environments and understand how to protect themselves
- develop resilience, independence and responsible decision-making skills
- understand the responsibilities associated with being members of a diverse society.

The curriculum contributes to the academy's vision of:

“Improving the life chances of all students.”

Through the PSHE curriculum, the academy aims to support the spiritual, moral, social and cultural development of students and prepare them for life in modern Britain.

1. Legal Framework

This policy has been written with due regard to all relevant statutory guidance and legislation, including but not limited to:

- The Equality Act 2010
- The Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- DfE statutory guidance: *Relationships Education, Relationships and Sex Education (RSE) and Health Education* (2019)
- DfE statutory safeguarding guidance: *Keeping Children Safe in Education* (2025)
- The National Curriculum for Science.



Under these regulations:

- Relationships education is compulsory in all secondary schools
- Health education is compulsory in all state-funded schools
- Biological aspects of human reproduction are compulsory through the science curriculum.

Schools are required to ensure that the curriculum is delivered in an age-appropriate, factual, inclusive and non-judgemental manner, allowing students to explore complex topics in a safe learning environment.

2. Roles and Responsibilities

2.1 Governing Body

The governing body has strategic responsibility for ensuring that the academy fulfils its statutory obligations in relation to Relationships and Sex Education and Health Education.

In fulfilling this responsibility, the governing body will ensure that:

- the curriculum enables all students to make appropriate progress in achieving the expected educational outcomes set out in the statutory guidance
- the curriculum is appropriately resourced, staffed and timetabled so that it can be delivered effectively
- the curriculum reflects the needs of the academy's student population and local community
- provision is inclusive and accessible for students with Special Educational Needs and Disabilities (SEND)
- parents are provided with clear information about curriculum content and their right to request withdrawal from the non-statutory elements of sex education
- appropriate monitoring and evaluation systems are in place to review the quality and impact of the curriculum.

The governing body will review this policy regularly and ensure that any changes required by national legislation or local need are implemented.

2.2 Headteacher/Head of School

The Headteacher/Head of School has overall responsibility for the implementation of this policy and for ensuring that the academy meets all statutory requirements in relation to RSE and Health Education.

This responsibility includes:

- ensuring that the curriculum is effectively implemented across the academy
- ensuring that staff delivering the curriculum receive appropriate training and support

- ensuring that parents are informed about the curriculum and how it is delivered
- reviewing requests from parents to withdraw their child from the non-statutory elements of sex education
- ensuring that appropriate alternative educational provision is available for students who are withdrawn from lessons
- ensuring that safeguarding procedures are followed in the event that students make disclosures during lessons.

The Headteacher/Head of School may delegate elements of this responsibility to senior leaders within the academy.

2.3 RSE and Health Education Subject Leader

The RSE and Health Education subject leader is responsible for the strategic leadership and operational management of the PSHE curriculum.

This includes:

- overseeing the design, implementation and development of the PSHE curriculum
- ensuring that the curriculum is carefully sequenced so that knowledge builds progressively across year groups
- ensuring that curriculum content is age-appropriate and meets statutory requirements
- supporting staff delivering PSHE lessons and providing guidance on sensitive topics
- ensuring that appropriate resources are available to support teaching
- monitoring the quality of teaching and learning within the subject
- organising professional development opportunities for staff
- evaluating the effectiveness of the curriculum and reporting findings to senior leaders.

2.4 Teaching Staff

Teachers and tutors delivering PSHE, RSE and Health Education are responsible for:

- delivering the curriculum in a sensitive, inclusive and professional manner
- ensuring that lessons are appropriately planned and structured to meet the needs of students
- using a range of teaching strategies and resources to support engagement and understanding
- modelling positive attitudes towards relationships, wellbeing and equality

- ensuring that personal opinions are not expressed during lessons
- reporting safeguarding concerns to the Designated Safeguarding Lead in accordance with the academy safeguarding policy.
- Abiding to impartiality laws and training (CPD)

3. Organisation of the RSE and Health Education Curriculum

At City of Derby Academy, the PSHE curriculum is delivered through a combination of:

3.1 Tutor-led PSHE lessons

PSHE is delivered fortnightly through the tutor programme.

Students typically receive three to four sessions per half term, depending on the length of the term.

These lessons are delivered by trained tutors and follow a structured programme of study.

3.2 Enrichment and Drop-Down Days

In addition to tutor sessions, each year group participates in PSHE enrichment days throughout the academic year.

These sessions allow extended learning opportunities and often involve specialist workshops delivered by external providers.

Topics are reviewed annually and informed by:

- safeguarding data
- student voice
- local community needs
- national safeguarding priorities.

4. RSE Subject Overview

The RSE curriculum supports students to develop the knowledge and skills needed to build healthy relationships.

Students learn about:

- the characteristics of healthy relationships
- respect, trust and communication
- recognising abusive or coercive behaviours
- the role of consent in relationships
- online relationships and digital safety
- equality and respect for diversity.

The curriculum encourages students to understand their rights and responsibilities within relationships and within society.

5. RSE Programmes of Study

The curriculum is carefully sequenced across Key Stage 3 and Key Stage 4. All planning is available on the Academy's website or printed by request.

Key Stage 3

Students explore themes including:

- developing positive friendships
- recognising bullying and discrimination
- understanding online safety
- managing peer pressure
- understanding body changes during puberty
- respecting differences between individuals and communities.

Key Stage 4

Students develop deeper understanding of:

- romantic relationships and commitment
- consent and sexual harassment
- recognising controlling behaviours
- sexual health and contraception
- preparing for adult relationships.

6. Health Education Overview

Health education enables students to develop an understanding of physical and mental wellbeing.

Topics include:

- mental health awareness
- emotional wellbeing
- healthy lifestyles
- substance misuse
- managing stress and anxiety
- decision-making and risk management.

7. Health Education Programmes of Study

Students develop knowledge relating to:

- maintaining physical health
- managing mental wellbeing
- making safe lifestyle choices
- recognising risk and seeking support.

8. Delivery of the Curriculum

The majority of the curriculum is delivered through PSHE lessons.

Teaching will ensure that:

- knowledge is sequenced logically across year groups
- content is delivered in manageable units of learning
- students have opportunities to practise applying knowledge in realistic contexts
- teaching is inclusive and accessible for all students.

Lessons use a range of teaching approaches including:

- discussion
- group work
- case studies
- scenario-based learning
- reflective activities.

9. Curriculum Links

The PSHE curriculum is supported by learning in other subjects including:

- Science
- Computing/IT
- Physical Education.

Biological aspects of sex education are delivered through the science curriculum, where students study topics such as:

- sexual reproduction
- puberty and the menstrual cycle
- contraception and fertility
- genetics and inheritance.

10. Working with Parents

The academy recognises the important role that parents and carers play in supporting students' learning and development.

Parents are informed about the PSHE curriculum through:

- the academy website
- academy communications
- information available at parents' evenings.

Parents are encouraged to contact the academy if they wish to discuss curriculum content.

11. Working with External Agencies

External organisations may contribute to the delivery of the PSHE curriculum where specialist expertise is beneficial.

External visitors may include:

- NHS professionals
- safeguarding organisations
- theatre groups delivering educational performances
- community safety organisations.
- Professional speakers

All visitors must comply with the academy safeguarding and visitor procedures.

12. Withdrawal from Lessons

12.1 Parental Right to Request Withdrawal

Under the *Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019*, parents have the right to request that their child be withdrawn from some or all of the sex education delivered as part of the PSHE curriculum, with the exception of content that forms part of the statutory science curriculum.

Sex education in this context refers to teaching about sexual relationships and sexual health delivered outside of the science curriculum.

Students cannot be withdrawn from:

- Relationships education
- Health education
- Biological aspects of reproduction delivered through science lessons

These areas are statutory and must be taught to all students.

12.2 Process for Requesting Withdrawal

If a parent or carer wishes to request that their child be withdrawn from the non-statutory elements of sex education, the following process will apply:

1. Written request

The parent or carer must submit a written request to the Headteacher/Head of School outlining their request to withdraw their child from specific elements of the curriculum.

2. Meeting with the Headteacher/Head of School

The Headteacher/Head of School, or a delegated senior leader, will arrange a meeting with the parent or carer to:

- discuss the nature and purpose of the curriculum
- explain the benefits of students receiving the education
- provide an opportunity for parents to review curriculum materials where appropriate.

3. Consideration of the request

The Headteacher/Head of School will carefully consider the request in accordance with statutory guidance and will respect the parent's legal right to withdraw their child from non-statutory sex education.

4. Alternative educational provision

Where a student is withdrawn from sex education lessons, the academy will ensure that the student receives appropriate, purposeful education during the period of withdrawal.

12.3 Student Right to Access Sex Education

While parents have the right to request withdrawal, this right does not apply indefinitely.

Under statutory guidance:

- if a student wishes to receive sex education three terms before they turn 16, the school must ensure that the student receives this education during one of those terms, regardless of parental request.

This provision ensures that all students have access to appropriate education before reaching adulthood.

12.4 Curriculum Transparency

City of Derby Academy is committed to maintaining transparency with parents regarding curriculum content.

The academy will ensure that:

- this policy is published on the academy website
- parents are informed about the curriculum through academy communications and events
- parents have opportunities to discuss the curriculum with staff if they have concerns or questions.

12.5 Safeguarding Considerations

The academy recognises that some elements of the curriculum address issues that may be relevant to safeguarding and personal safety.

Even where students are withdrawn from sex education lessons, they will continue to receive teaching relating to:

- healthy relationships
- consent and personal boundaries
- recognising abuse and exploitation
- online safety.

These topics form part of the statutory relationships and health education curriculum and are essential for safeguarding and wellbeing.

13. Equality and Accessibility

City of Derby Academy is committed to ensuring that the curriculum is inclusive and accessible for all students.

Teaching reflects the requirements of the Equality Act 2010 and recognises the diverse backgrounds of students within the academy community.

Support may include:

- differentiated/scaffolded resources
- additional adult support
- adapted learning materials.

14. Safeguarding and Confidentiality

Safeguarding is a central element of the PSHE curriculum.

Staff follow the procedures outlined in the academy safeguarding policy and statutory guidance in Keeping Children Safe in Education (2025).

Any safeguarding concerns raised during lessons will be reported to the Designated Safeguarding Lead.

15. Assessment

Assessment within PSHE focuses on monitoring understanding and engagement.

Methods include:

- reflective activities
- workbook tasks
- knowledge checks
- tutor feedback.

16. Staff Training

Staff delivering the curriculum receive ongoing professional development.

Training may include:

- safeguarding training
- guidance on teaching sensitive topics
- updates on statutory guidance.

17. Monitoring Quality

The quality of the curriculum is monitored through:

- lesson observations
- work scrutiny
- student voice
- Staff voice
- safeguarding trend analysis.

18. Monitoring and Review

This policy will be reviewed annually by the Headteacher/Head of School and PSHE subject leader.

Any updates will be communicated to staff, parents and governors.