University Schools Trust
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Relationships and Sex Education (RSE) Policy

February 2026

Title:	Relationships and Sex Education (RSE) Policy
Procedure Code:	RSE Policy
Source:	Royal Greenwich Trust School
Document Owner:	AHT Character Development & Transitions
Review & Update By:	AHT Character Development & Transitions
Advisory Committee:	School Committee
Approval Committee:	School Committee
Date Approved:	February 2026
Date of Publication:	February 2026
Date of Next Review:	January 2027
Required on Website:	Yes

0. Document Control

The table below contains the changes made between the different final editions of this document set for approval. This is to help provide information to those reviewing and approving the document of the changes being made.

Document Edition	Section	Details of change
2.0	1	The whole document has been transferred to the new UST format, and this has necessitated sections being renumbered. Section 1 is new as per the UST format.
2.0	7	Addition of new section
2.0	8	Significant revision of this section
2.0	9	Addition of new section
3.0	10	Amended appendices
3.0	15	Amended appendices
4.0	1 – 14	'SRE' replaced with new terminology 'RSE'
4.0	1 – 14	'RSHE' replaced with 'RSE'
4.0	4	Links updated
4.0	5.3	'RSHE' replaced with 'RSE'
4.0	6	Partnership statement
4.0	7	Safeguarding & online harms RSHE, Personal Development & Safeguarding

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1. Definitions

At Royal Greenwich Trust School, we understand the importance of educating pupils about sex, relationships, and their health, for them to make responsible and well-informed decisions in their lives.

The teaching of RSE can help to prepare pupils for the opportunities, responsibilities, and experiences of adult life. It allows us to promote the spiritual, moral, social, cultural, mental, and physical development of pupils at school and in the wider society.

We have an obligation to provide pupils with high-quality, evidence and age-appropriate teaching of these subjects. This policy outlines how the school's RSE curriculum is organised and delivered, to ensure it meets the needs of all pupils.

The "Trust" refers to the company known as the University Schools Trust, East London and all Trustees, Governors and Staff who work within it.

A "School" refers to an individual academy within the Trust, as denoted by their Unique Reference Number. As such a 'school' may span one or several phases of education to the individual academies within the Trust. Depending on the context the term "School" may refer to a singular academy or to all the academies within the Trust but as separate entities.

The "Staff" refers to any individual who is employed by the Trust or who operates on the Trust's behalf, e.g., Trustees and Governors.

A "Parent" includes the natural or adoptive parent of a pupil as well as any non-parent / carer who has parental responsibility including being involved in the day-to-day care of a pupil.

A "Pupil" includes any incoming or current pupil at any School within the Trust. It also includes any individual who was previously a pupil at any School within the Trust and who has left within the appropriate timeframe for consideration as necessary, e.g., complaints. The term pupil is used as standard by the UST in its policy documents but can be replaced with the term "student" or "child" with no change of definition.

The "Headteacher" is defined as the individual who has ultimate responsibility for a school in line with UST strategy, approach, ethos, and values. Individual schools may have alternative titles for this position such as Executive Headteacher or Principal.

2. Scope of the Policy

This policy applies to all staff and students at RGTS.

3. Policy Aims and Ethos

The aim of this policy is 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
- To know about the risks of being online and how to stay safe
- To support all young people to stay safe and prepare for life in modern Britain
- To provide pupils with an objective and balanced view of sexual matters, correcting any misconceptions and misinformation pupils may have gained.

4. Links to Legislation and Guidance Documents

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- DfE – Relationships Education, Relationships and Sex Education (RSE) and Health Education 2025
- Children and Social Work Act 2017
- DfE (2021) 'Keeping children safe in education 2025'
- Revised RSE statutory guidance (published 2025, implementation from Sept 2026
- DfE (2015) 'National curriculum in England: science programmes of study'

4.1. Relevant Internal Policies

This policy should be read in conjunction with the following policies.

- Accessibility Policy
- Admissions Policy
- Behaviour for Learning Policy
- Equality and Diversity Policy
- Exams Policy
- Exclusion Policy
- Literacy Policy
- Teaching and Learning Policy
- PSHE Policy
- SMSC Policy

5. Roles and Responsibilities

5.1. Trust Board

The governing board is responsible for:

- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the RSE curriculum is well-led, effectively managed, and well-planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring that teaching is delivered in ways that are accessible to all pupils with SEND.

• Providing clear information to parents on the subject content and the right to request that their child is withdrawn.
• Ensuring RSE is resourced, staffed, and timetabled in a way that ensures the school can fulfil its legal obligations.

5.2. Headteacher

The Headteacher is responsible for:

- All staff are informed of the policy and the responsibilities included within the policy.
- All teachers explore how new pedagogies and technology can be fully utilised to support subjects
- The subjects are staffed and timetabled in a way to ensure the Trust and the Academy fulfils their legal obligations.
- The teaching of RSE is monitored to ensure that it is delivered in ways that are accessible to all pupils with SEND
- Clear information is provided to parents/carers on the subject content and the right to request that their child is withdrawn.

5.3. Designated Policy Lead

Assistant Headteacher Character Development & Transitions and HOD Character Development (RSE Lead) is responsible for:

- Overseeing the delivery of RSE.
- Working closely with colleagues in related curriculum areas to ensure the RSE curriculum compliments, and does not duplicate, the content covered in other curriculum subjects.
- Ensuring the curriculum is age-appropriate and of high quality.
- Reviewing changes to the RSE curriculum and advising on their implementation.
- Monitoring the learning and teaching of RSE, providing support to staff where necessary.
- Ensuring the continuity and progression between each year group.
- Helping to develop colleagues' expertise in the subject.
- Ensuring teachers are provided with adequate resources to support teaching of the curriculum.
- Ensuring the school meets its statutory requirements in relation to RSE.
- Leading staff meetings and ensuring all members of staff involved in the curriculum have received the appropriate training.
- Organising, providing, and monitoring CPD opportunities in the subject.
- Ensuring the correct standards are met for recording and assessing pupil performance.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the headteacher.

5.4. All Staff

Subject teachers are responsible for:

- Acting in accordance with, and promoting, this policy.
- Delivering RSE in a manner that is sensitive, of high quality and appropriate for each year group.
- Ensuring they do not express personal views or beliefs when delivering the curriculum.
- Planning lessons effectively, ensuring a range of appropriate teaching methods and resources are used to cover the content.
- Modelling positive attitudes to RSE.

- Liaising with the SENCO to identify and respond to individual needs of pupils with SEND. Liaising with the RSE subject leader on key topics, resources, and support for individual pupils.
- Monitoring pupil progress in RSE.
- Reporting any concerns regarding the teaching of RSE or health education to the RSE subject leader or a member of the SLT.
- Reporting any safeguarding concerns or disclosures that pupils may make because of the subject content to the DSL.
- Responding appropriately to pupils whose parents have requested to withdraw them from the non-statutory components of RSE, by providing them with alternative education opportunities.

6. Partnership with Families

The school understands that parents' role in the development of their children's understanding about relationships, sex and health is vital and will, therefore, engage parents as far as possible in their children's learning. This will include providing parents with frequent opportunities to understand and ask questions about the school's approach to RSE.

The school will consult closely with parents when reviewing the content of the school's RSE curriculum and will be given regular opportunities to voice their opinions and concerns. The school will use the views of parents to inform decisions made about the curriculum content and delivery; however, parents will not be granted a 'veto' on curriculum content, and all final decisions will be the schools to make.

When in consultation with parents, the school will provide:

- The curriculum content, including what will be taught and when.
- Examples of the resources the school intends to use to deliver the curriculum.
- Information about parents' right to withdraw their child from non-statutory elements of RSE.

Relationships Education and Health Education are statutory for all secondary school pupils and parents do not have the right to withdraw their child from these elements of the RSHE curriculum. Parents do have the right to request withdrawal from the sex education elements of Relationships and Sex Education, in line with statutory guidance. Any such request will be considered following a discussion with the RSE Lead, taking into account the individual circumstances of the pupil. The school will work in partnership with families to reach an appropriate outcome that is in the best interests of the child.

Relationships and Sex Education makes a significant contribution to the school's safeguarding responsibilities and to pupils' wider Personal Development, as evaluated through the Ofsted framework. Through RSHE, pupils are supported to develop the knowledge, skills and attitudes needed to build healthy relationships, make informed choices, and stay safe both online and offline. The curriculum actively promotes British Values, including mutual respect and tolerance, and ensures pupils understand and respect the protected characteristics as defined by the Equality Act 2010. RSHE is delivered in an inclusive, age-appropriate manner that reflects the needs of the school community and supports pupils to become responsible, respectful and informed young people.

The school will remain aware that the teaching of some aspects of the curriculum may be of concern to parents. If parents have concerns regarding RSE, they will submit these to info@rgtrustschool.net FAO of RSE Lead or contact the school office to arrange a meeting with RSE Lead.

7. Organisation of the RSE Curriculum

- **RSE**" is used to refer to the overall programme of relationships, sex, and health education.
- "**RSE**" refers to relationships and sex education and is defined as teaching pupils about developing healthy, nurturing relationships of all kinds, and helping them to understand human sexuality and to respect themselves and others.
- "**Health education**" is defined as teaching pupils about how they can make good decisions about their own health and wellbeing, and how physical health and mental wellbeing are interlinked.

The RSE curriculum has been developed, and will be monitored and reviewed, in consultation with teachers, pupils and parents, and in accordance with DfE recommendations.

We will gather the views of teachers, pupils, and parents in the following ways:

- Questionnaires
- Meetings
- Letters
- Training sessions

The majority of the RSE curriculum is delivered through Character Development and year group drop down days, with statutory elements taught via the science curriculum. The RSE subject leader will work closely with their colleagues in related curriculum areas to ensure the curriculum complements and does not duplicate the content covered in national curriculum subjects.

Relationships and Sex Education plays a key role in supporting the school's safeguarding responsibilities. Through the RSHE curriculum, pupils are taught about online abuse, sexual harassment, image-based abuse, and peer-on-peer abuse in an age-appropriate and factual way. Any disclosures or concerns arising from RSHE lessons are handled in line with the school's Safeguarding and Child Protection Policy and Keeping Children Safe in Education (KCSIE) guidance, and are reported immediately to the Designated Safeguarding Lead. RSHE provides pupils with the knowledge, language and confidence to recognise unsafe situations and to seek help when needed.

The school will ensure that the curriculum remains in line with the DfE's 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' guidance always.

The school will consider the context and views of the wider local community when developing the curriculum to ensure it is reflective of circumstances in the local area. The religious background of all pupils will also be considered when planning teaching, to ensure all topics included are appropriately handled.

The RSE curriculum will be informed by topical issues in the school and wider community, to ensure it is tailored to pupils' needs, e.g., if there was a local prevalence of specific sexually transmitted infections, our curriculum would be tailored to address this issue.

8. Delivery of the Curriculum

Through effective organisation and delivery of the RSE, we will ensure that:

- Core knowledge is sectioned into units of a manageable size.
- The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work.
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.

RSE complement 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. The curriculum will proactively address issues in a timely way in line with current evidence on pupil's physical, emotional, and sexual development. RSE will be delivered in a non-judgemental, age-appropriate, factual, and inclusive way that allows pupils to ask questions in a safe environment.

9. Working with External agencies

Working with external agencies will be used to enhance our delivery of RSE and bring in specialist knowledge and different ways of engaging pupils. External experts may be invited to assist from time-to-time with the delivery of the RSE curriculum but will be expected to comply with the provisions of this policy.

When working with external agencies, the school will:

- Check the visitor credentials of all external agencies.
- Ensure the teaching delivered by the external experts fits with the planned curriculum and provisions of this policy.
- Discuss with the visitor the details of how they intend to deliver their sessions and ensure the content is age-appropriate and accessible for all pupils.
- Request copies of the materials and lesson plans the visitor will use, to ensure it meets the full range of pupils' needs.
- Agree with the agency on how confidentiality will work in any lesson and that the visitor understands how safeguarding reports must be dealt with in line with the school's Child Protection and Safeguarding Policy.

RGTS will work with local external agencies such as Metro on a regular basis to allow pupils to access their services from school.

10. Appendix 1 – Key Staff

Headteacher	Caroline Toye
Assistant Headteacher Character Development (RSE Lead)	Emer Houston

11. Appendix 2 – Links to Legislation & Guidance Documents

- Statutory guidance on RSE and health education (July 2020)
- Keeping children safe in education: for schools and colleges (September 2021)
- Behaviour and discipline in schools: guidance for headteachers and staff (September 2020)
- Equality Act 2010: advice for schools (June 2018)
- Special educational needs and disability code of practice: 0 to 25 years (April 2020)
- Mental health and behaviour in schools (November 2018)
- Preventing and tackling bullying (July 2017)
- Sexual violence and sexual harassment between pupil in schools and colleges (May 2018)
- The Equality and Human Rights Commission Advice and Guidance
- Promoting fundamental British values as part of SMSC in schools
- National Citizen Service (November 2017)

12. Appendix 3 – Curriculum

Our curriculum is detailed below:

- **Key Stage 3** will include issues around personal hygiene, puberty, personal safety, gender, relationships, contraception, conception and health issues such as HIV/AIDS

- **Key Stage 4 and 5** will include issues around personal safety, personal relationships, contraception, sexual lifestyles and health issues such as sexually transmitted infections including HIV/AIDS. It will also include issues around the law on sexual behaviour, consent to sex, practices around alterations to the body such as FGM, stereotyping and the legal framework around each of these issues

Aspects of RSE are delivered explicitly within the Character Development curriculum, Science curriculum, and implicitly in other areas of the curriculum. At least one module linked to RSE is taught every year in Character Development curriculum

If pupils 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.

Topics that will be covered:

TOPIC	PUPILS SHOULD KNOW
Families	That there are different types of committed, stable relationships How these relationships might contribute to human happiness and their importance for bringing up children What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony Why marriage is an important relationship choice for many couples and why it must be freely entered into The characteristics and legal status of other types of long-term relationships The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed
Respectful relationships, including friendships	The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship

	Practical steps they can take in a range of different contexts to improve or support respectful relationships How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice) That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help That some types of behaviour within relationships are criminal, including violent behaviour and coercive control What constitutes sexual harassment and sexual violence and why these are always unacceptable The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal
Online and media	Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online Not to provide material to others that they would not want shared further and not to share personal material which is sent to them What to do and where to get support to report material or manage issues online The impact of viewing harmful content That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail How information and data is generated, collected, shared and used online
Being safe	The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)
Intimate and sexual relationships, including sexual health	How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women

	That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others That they have a choice to delay sex or to enjoy intimacy without sex The facts about the full range of contraceptive choices, efficacy and options available The facts around pregnancy including miscarriage That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help) How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment How the use of alcohol and drugs can lead to risky sexual behaviour How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

13. Appendix 4 – Delivery of the Curriculum

13.1. How is relationships and sex education organised?

At the Royal Greenwich Trust School RSE is not an isolated subject; it permeates the whole curriculum and the pastoral system. Humanities, Science and Character Development lessons provide a focus for exploring elements of RSE. The AHT Character Development is responsible for PSHE and leads on the overall planning of RSE within character development lessons.

13.2. How is relationships and sex education taught?

The RSE programme is based on the Science National Curriculum, and the PSHE curriculum. The Royal Greenwich Trust School recognise the need to create a supportive and secure atmosphere where students can develop the confidence needed to talk, listen and think about sex and relationships. In order to do this, teachers will:

- Establish ground rules with students
- Emphasise the importance of mutual respect
- Encourage reflection
- Make students aware of the relevant persons to approach in the College.

Royal Greenwich Trust School draws on a range of teaching methods in order to encourage exploration of attitudes, values and beliefs, using active learning methods which involve pupils and help them to personalise information.

13.3. Specialist support

Royal Greenwich Trust School also recognises that some aspects of RSE must be taught by specialists. From time to time the school will invite professional health experts in to deliver issues relating to RSE.

These will be asked to conform to the following:

- Visitors contributing to RSE will do so at the invitation of the school and will be qualified to make an appropriate contribution
- Visitors must agree with the aims of the school in delivering its policy on RSE
- When in class visitors will be supervised by a teacher who will be present at all times
- Visitors will follow the school's Child Protection Procedures if a disclosure occurs within the classroom setting
- Visitors will know and understand where their contribution fits into the school's PSHE programme.

13.4. Dealing with sensitive issues, confidentiality and advice

All teachers are given training on handling controversial topics, are made clear about confidentiality boundaries and know where/who to refer Pupils to for confidential advice and support.
The following procedures will be adhered to by all adults:

1. Pupils in need of advice regarding any aspect of RSE can talk to an adult in school who will support them by:
   - Referring them to professional information, or guidance from a health professional.
   - Encouraging pupils to talk to their parents. Where this is not possible, the school will refer them to a health professional.
   - Referring the case to the Designated Safeguarding Officer Lead DSL whenever a disclosure of a serious nature has been made.

2. Disclosure or suspicion of possible abuse – the school's Safeguarding procedures will be invoked.

   RSE is part of the school's provision for Spiritual, Moral Social and Cultural development as well as PSHE. The following are protocols for discussion-based lessons with Pupils:

   - No one (teacher or Pupil) will have to answer a personal question
   - No one will be forced to take part in a discussion
   - Meanings of words will be explained in a sensible and factual way
   - Teachers may use their discretion in responding to questions and may say that the appropriate person to answer that question is the parent/carer
   - It is expected that teachers' personal beliefs and attitudes will not influence their teaching of RSE
   - If at any point a disclosure is made by a pupil it is the responsibility of the member of staff to follow the schools' safeguarding policy and notify the school's Designated Safeguarding Lead.

14. Appendix 5 – Training and Monitoring

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.

The delivery of RSE is monitored by Assistant Head Teacher Character Development and Key Stage Leads through:

Learning walks – On Call schedule
Termly Observation
Line management meetings with pastoral HOYs
Delivery of year team training sessions

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

15. Appendix 6 – Parental Withdrawal Form

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	*Include notes from discussions with parents and agreed actions taken.* *E.g.: Pupil A will be taking part in all relationship lessons and during the sex education lessons, he will be working independently on a project in the compass centre*

16. Approval Signature

Signature of (enter position e.g. Chair) _____

Print name _____

Date _____