

Accrington Academy September 2025 Relationships and Sex Education Policy

From September 2020, students receiving secondary education must be taught Relationships and Sex Education, under the Relationships Education, Relationships and Sex Education, and Health Education (England) Regulations 2019.

This policy framework should be read in conjunction with the more detailed [United Learning Relationships, Sex and Health Education Policy Statement](#) for schools, and the [DfE guidance](#) regarding Relationships and Sex Education. Its purpose is to enable secondary schools to develop an effective Relationships and Sex Education Policy, using the framework set out below.

Aims

The aims of relationships and sex education (RSE) at our school are to:

- 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.
- Help students develop feelings of self-respect, confidence and empathy.
- Create a positive culture around issues of sexuality and relationships.
- Teach students the correct vocabulary to describe themselves and their bodies at Accrington Academy our RSE Programme has its foundation on our core Character Values - Truth, Effort, Ambition and Manners.

Introduction

RSE is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. The general framework of the programme is designed to help young people identify and build positive relationships. RSE involves a combination of sharing information and exploring issues and values. RSE is not about the promotion of sexual activity. Its objective is to enable students to learn about:

- (i) families and people who care for them, including the nature of marriage and civil partnership and their importance for family life and the bringing up of children,
- (ii) forming and maintaining caring relationships,
- (iii) the characteristics of healthy and respectful relationships, including online,
- (iv) how relationships may affect physical and mental health and wellbeing, and how to ensure they are safe, and
- (v) intimate and sexual relationships, including sexual health.

Relationships and sex education will only use teaching and materials which are appropriate to the age and the religious background of the students receiving it.

Parental, staff and student involvement regarding the policy

The Governing board

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

The Principal

The Principal is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from non-statutory components of RSE (see section 8).

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress Responding to the needs of individual students
- Responding appropriately to students whose parents wish them to be withdrawn from the non-statutory components 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.

RSE is taught by teachers during the designated PSHE time, all of which are form tutors.

Students

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

RSE is delivered to key stage 3 students in their PSHE lessons. These lessons cover topics around personal, social, health and economics, students receive one lesson every two weeks.

As with all students, RSE for students with SEND is part of life-long learning which begins at reception/school entry and continues throughout formal education and beyond.

RSE is most effective when delivered through a whole school approach. For students with SEND, this means working continuously through informal opportunities as well as the formal RSE curriculum. All staff are actively involved in offering consistent messages around RSE, e.g. learning support assistants. We make regular links with other parts of the curriculum and school day too, for example, through playground rules, Anti-Bullying Week, displays about puberty and e-safety initiatives.

We provide additional support to make sure our SEND students can make sense of RSE lessons. This is done by sharing lesson content prior to the lesson via different layers of support so students are



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aware of the content they will receive. This is sometimes carried out in separate small group sessions or in 1-2-1 sessions dependent on the student and the content being covered. Where identified, we offer additional small group sessions for students with SEND which allow for questions and discussion that might be challenging or increase the risk of bullying in a usual class format.

Staff delivering PSHE ensure all resources and images used are inclusive of all students. This is part of our general inclusive approach to RSE (and in other subjects and whole-school) and images should represent SEND, LGBTQ+, a range of ethnicities, and all the protected characteristics. Lesson materials are available in appropriate learning media including physical materials when required. Staff are aware of the language used in RSE and ensure that it is inclusive. Where needed follow up sessions are also arranged with smaller groups to personalise the learning from RSE group lessons. This may be targeted small group sessions, 1-1 etc.

The PSHE curriculum can be accessed via this [link](#) and on our website should parents and carers wish to support by going through content at home prior to the timetabled lesson.

Parental right to withdraw children

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE up to and until 3 terms before the child turns 16.

After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this. Requests for withdrawal are to be completed via contact with the headteacher. A copy of withdrawal requests will be placed in the student's educational record.

The Principal will discuss the request with parents and take appropriate action.

Alternative work will be given to students who are withdrawn from sex education.

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

Complaints

Any complaints about the relationships and sex education programme should be made in accordance with the school's usual complaints procedure. Please email enquiries@accrington-academy.org.

Policy Review Date

	Date	Name of owner/author
Authorised:	Updated 01.05.2026 (new Principal)	M Haselden



Policy Reviewed:	Updated 01.05.2026 (new Principal)	M Haselden
Next Annual Review Date:	September 2026	M Haselden