



**KING EDWARD VI  
FOUNDATION  
BIRMINGHAM**

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**KING EDWARD VI  
ACADEMY TRUST  
BIRMINGHAM**

## Relationships, Sex and Health Education Policy

<b>Responsible Board/ Committee</b>	Academy Trust Foundation Trust
<b>Policy Type</b>	KECHG Policy
<b>Foundation/Academy Policy Owner</b>	n/a
<b>Statutory</b>	No
<b>Publish Online</b>	No
<b>Last Review Date</b>	June 2025
<b>Review Cycle</b>	Annual  This policy will not expire but will be reviewed as per its designated cycle. This policy remains effective whilst the review is taking place and will only become non-applicable once the updated version has been approved.
<b>Next Review Date</b>	June 2026
<b>Version</b>	2
<b>School</b>	King Edward VI Camp Hill School for Girls
<b>School Policy Owner</b>	DSL, Vicky Ridley
<b>ISGB/SGB Approval Date</b>	September 2025

# Sex and Relationships Education (RSE) Policy

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## 1. Policy Statement

This policy presents a true and accurate reflection of current practice and is reviewed regularly as part of our ongoing school improvement. At King Edward VI Camp Hill School for Girls, we believe RSE is a lifelong process of acquiring information, developing skills, and forming positive beliefs and attitudes about sex, sexuality, relationships, and feelings. RSE supports positive self-esteem, self-respect, and respect for others.

***This policy has been developed in consultation with pupils, parents/carers, staff, and governors, in line with statutory requirements.***

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## 2. Aims

- To present factual information in an objective, balanced, non-judgmental, and sensitive manner, set within a clear framework of values, including moral considerations, family values, and understanding the law relating to sexual behaviour.
  - To develop skills and attitudes that allow students to manage relationships in a responsible and healthy manner.
  - To enable students to develop an understanding of good self-image and responsibility for their own health.
  - To help pupils develop feelings of self-respect, confidence, and empathy.
  - RSE is embedded within our PSHE curriculum, which underpins our school ethos and values to enrich the wider world beyond the classroom.
  - ***To ensure RSE is accessible and inclusive for all pupils, including those with SEND and from all backgrounds, in accordance with the Equality Act 2010.***
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## 3. Statutory Requirements

As a secondary academy, we provide RSE to all pupils as per section 34 of the Children and Social Work Act 2017. In teaching RSE, we have regard to the statutory guidance issued by the Secretary of State (DfE 2019).

***Our policy and curriculum are compliant with the DfE's statutory guidance on RSE***

*and health education, and are published on our school website in accordance with requirements.*

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## **4. Definition**

RSE is about the emotional, social, and cultural development of pupils and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity, and personal identity.

It involves a combination of sharing information and exploring issues and values. RSE is not about the promotion of sexual activity.

***Our RSE curriculum and policy is in line with the Government guidance:***

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

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## **5. Curriculum: Delivery and Content**

### **5.1 Curriculum Content**

RSE is delivered through the Science curriculum at KS3 & KS4, GCSE Religious Studies, and the PSHE programme.

The Deputy Head with oversight for PSHE and Heads of Year are responsible for developing and delivering the RSE programme.

As appropriate, external agencies are invited to deliver specific aspects.

***Our RSE curriculum covers the following key areas as outlined in statutory guidance:***

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health
- ***The law, including consent, exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence, and FGM***
- ***LGBTQ+ inclusion, ensuring all types of relationships are covered***

***A detailed curriculum map is available on request and published on the school website.***

## 5.2 Year Group Overview

Year 7: Puberty and menstruation

Year 8: “Girl Talk,” health issues, body image, and family values

Year 9: Relationships, contraception, physical and emotional health

Year 10: Contraception, relationships, social impact of teenage pregnancy, families, values, and STI education

Year 11: Sexual activity in relation to alcohol and risk-taking behaviour, emotional health

Year 12: STI education and contraception

Year 13: Health issues for young women

***We ensure our RSE curriculum is age-appropriate, inclusive, and regularly updated to reflect new guidance, pupil needs, and current issues (e.g. online safety, consent, and mental health).***

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## 6. Delivery of RSE

- RSE is primarily delivered through PSHE, supported by Science and Religious Studies.
  - Sessions are age-appropriate and differentiated to individual needs.
  - External agencies support delivery where appropriate.
  - ***All staff involved in RSE receive regular training to ensure up-to-date knowledge and confidence in delivering sensitive content.***
  - ***Staff are supported in handling questions and discussions sensitively and with regard for safeguarding protocols.***
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## 7. Roles and Responsibilities

### 7.1 The Governing Body

- Holds the Headteacher to account for implementation of this policy.

### 7.2 The Headteacher (or Head of School)

- Responsible for ensuring RSE is taught consistently and for managing requests to withdraw pupils from non-statutory components of RSE (see section 8).
- ***Leads on policy consultation and publication.***

### 7.3 Staff

- Deliver RSE in a sensitive, inclusive way.
- Model positive attitudes to RSE.
- Monitor pupil progress.
- Respond to individual needs and withdrawal requests.
- ***Undertake regular training in RSE delivery and safeguarding.***

### 7.4 Students

- Expected to engage fully in RSE and treat others with respect and sensitivity.
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## 8. Parental Right to Withdraw

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE up to three terms before the child turns 16. After this point, the child can opt in.

Requests should be made in writing using the form in Appendix 3 and addressed to the Headteacher.

A copy of withdrawal requests will be placed in the pupil's record.

The Headteacher (or Head of School) will discuss requests with parents with the student's Head of Year.

Alternative work will be provided for withdrawn pupils.

***Parents do not have the right to withdraw their child from relationships or health education.***

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## 9. Safeguarding and Confidentiality

Students have the right to a safe and secure environment.

Effective RSE may lead to disclosures of child protection issues.

Staff cannot offer absolute confidentiality and will pass concerns to the designated safeguarding lead, Ms. V Ridley.

***All RSE is delivered in line with our safeguarding and child protection policy.***

For more detail, refer to the school's Confidentiality Policy.

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## 10. Monitoring, Evaluation, and Review

- The course is evaluated by teachers and students.
- Feedback informs curriculum development.
- Teachers are responsible for assessment and reporting.
- ***Pupil, parent, and staff feedback is gathered as part of regular review and consultation.***

***The policy is reviewed annually in consultation with stakeholders.***

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## **11. Policy Availability**

This policy is published on the school website and available on request from the school office.

**Signed:**

Lyndsey  
Head of School

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## **Summary of Significant Changes & Additions**

1. **Reference to the DfE 2019 guidance** and explicit compliance statement added.
2. **Consultation with parents, pupils, staff, and governors** included as statutory requirement.
3. **Reference to the Equality Act 2010** and inclusivity for SEND and all backgrounds.
4. **Enhanced safeguarding section** aligning with statutory requirements and school policy.

5. **LGBTQ+ inclusion and specific reference to the law, consent, and online safety.**
6. **Clarity on parental withdrawal rights** and what is covered by statutory entitlement.
7. **Annual review** and feedback mechanisms strengthened.
8. **Curriculum map publication** and regular updates.
9. **Staff training and support** for delivering RSE.