The Albion Academy
The best in everyone™
Part of United Learning

RSE Policy

2026-27

REVIEW TIMETABLE

The Policy will be reviewed either: • Annually • When statutory guidance changes • When incidents may dictate the need for review		
Policy created by:	Sam Bradley Green	4th March 2024
Policy Reviewed/Adapted	Sam Bradley Green Ross Davies	17th September 2024 25th August 2026
School policy ratified by Local Governing Board by:	Peter Howarth	1st October 2026

The Albion Academy Relationships and Sex Education Policy

Introduction

Relationships and Sex Education is defined by the PSHE Association as 'learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health'. This content is delivered in an age-appropriate way with care given to the age and educational stage of students.

Relationship and Sex Education (RSE) is part of a lifelong learning about physical, moral, and emotional wellbeing. At The Albion Academy, RSE is centred on personal safety, caring for others, and building strong family relationships and aims to:

- Prepare students for the opportunities, responsibilities, and experiences of adult life, and
- promote the spiritual, moral, social cultural mental and physical development of students.

Within the Albion Academy are pupils are taught to learn about the following key topics:

(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 pupils receiving it. Within this, the resources are quality assured and filtered through line management and two members of the Senior Leadership Team.

How is RSE taught at The Albion Academy

Each of the above topics will be delivered through a variety of methods such as the form tutor programme, fortnightly Pastoral Elective lessons, the assembly programme, external visits, through the wider curriculum and drop-down curriculum days.

We have taken great care to ensure the students encounter each topic at an age-appropriate point throughout a curriculum with revisits topics in a spiral motion.

For an overview of what topics are taught during the 2026/2027 academic year in Pastoral Elective; at what point in our students' time at The Albion Academy, see Appendix 1 below.

Appendix 1:

Term 1 - Year 7 (14 lessons)	Term 3 - Year 8 (13 lessons)	Term 2 - Year 9 (13 lessons)	Year 10: Independent learning (14 lessons) HT1	Year 11 (14 lessons)	Year 10 (13 lessons)	Year 10: Careers (12 Lessons)
Moral Virtues	Moral Virtues	Civic and inellectual virtues	Performance and Civic	Performance Virtues	Moral Virtues	Performance Virtues
Staying health and safe	Staying health and safe	Careers	Careers and aspirations	Careers checklist	RSE	Revision Habbits
INSET			INSET	INSET		
Welcome to the Albion Academy Values	What is addiction? Focus on alcohol	Destinations: What comes after school?	My GCSE Journey - the next 2 years	My year 11 countdown	Sexual Health and contraception	Understanding effective revision techniques: Flashcards
My Identity and handling my emotions	What is gambling and why can it be dangerous?	How do you get the most from your workplace	Who Am I? What are my skills and experiences.	Professional working habits and expectations	Understanding the risks and applying saftey	Understanding effective revision techniques: quizing and exam questions
Friendships. What makes them healthy?	The dangers of smoking and vaping.	characteristics: what are my skills and passions?	What types of careers are there?	Post- 16 Choices and Applications: Preparing myself for success	Should we delay sex?	Coursework top tips
Bullying. What does the term bystander mean?	What are the dangers and risks associated to drugs?	Working and earning. Managing your finances.	Setting goals	College applications Part 1 - Revisiting my personal statement	Pregnancy the risks and responsibilites	Exploring post-16 opportunities Apprenterships vs Higher education
Puberty. What does it mean and how will I change?	Understanding basic first aid?	My option choices: Humanities and Language	Budgeting and real life	College applications Part 2 - Finalising my personal statement	Revenge porn and sexting	Part 1: Researching your career and routes into your career
Why is personal hygiene important?	How can we spot and respond to peer pressure?	My option choices: Creatives and technology	Payslips, taxes and wages	Revisiting college applications - preparing for interview	The negative impacts of pornography	Part 2: Researching your career - Entry Requirements Universities & College
What is exploitation?	Consolidate knowledge: Creative information poster.	Future Skills questionaire	How can I look after myself? Self care, screening and tests	Careers checklist & addition with Future skills questionaire	Consolidating knowledge - Big write	ege that's right for me: Personal St
October Half Term	May Half Term	Feb Half Term	October Half Term	October Half Term	Feb Half Term	May Half Term
Intellectual virtues	Civic virtues	Moral virtues	Moral Virtues	Performance Virtues	Civic virtues	Performance and Intellectual virtues
Careers	British Values	RSE	Staying healthy and safe	PSHE round up	British Values	Careers
Consolidate my knowledge: big write	What are human rights and British Values ?	What is a positive relationship?	The impact of sleep and healthy eating	Understanding mental health	What are british values? - Revised	What is a personal statement and why are they important?
How can I reduce the risks and be safe online.	The democracy we live in.	What are the laws around consent?	What are universial services - GP, pharmacies, A&E.	Ways I can support my wellbeing	The responsibilities of being an adult	Who Am I? What are my skills and experiences
Introducing ambition: What does it mean to work?	Gender stereotypes in the media and the workplace	Sharing images and grooming	Knife crime and the law.	RSE- Healthy relationships and and consent	What are good morals?	What am i Missing? And set action steps to address by year 11
My strengths, interests and aspirations	What is Homophobia and Islamophobia?	Sexual health (STI's)	What is a deepfake? And how is AI can be misinformation.	Making responsible choices - Drugs and alcohol	How can we make ethical decisions?	Writing my personal statement
Goals. What are they and what are yours?	What are extremist views? (Particular focus on far right)	The dangers and risks of underage or unplanned	What is an Incel?	Ensuring online saftey and digital reputation	Why we need compassion and perspective in life	Writing my personal statement
Class speech. "What I want to achieve"	Class speech on how "Our differences unite us"	Consolidating knowledge - A letter to parliament	Healthy Sexual relationships	Protected charcateristics and the law	Consolidating knowledge - Debate	
Future Skills questionaire			What is marriage?	Preparing myself to be a successful member of society		

Across all lessons, a positive classroom culture ensures that lessons are free from disruption, so that students feel safe in their learning and happy to ask questions about the topics.

The delivery of RSE at The Albion Academy is underpinned by the following moral and value statements:

- The delivery of RSE is factual, sensitive, and balanced
- RSE within the school promotes meaningful, positive, and healthy relationships
- Whilst delivering RSE staff will avoid the imposition of opinion. Instead, they will stay focused on the social, moral, spiritual, health and education aspects of the topics

The Albion Academy delivers RSE in line with the Equality Act 2010 and in observance of the protected characteristics of age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership and sexual orientation. We recognise that children have varying needs regarding RSE that are dependent on their circumstances and background. At The Albion Academy, we believe that all students should have access to RSE that is relevant to their needs. To achieve this, our approach to RSE will take account of:

- SEND students (special educational needs or disabilities), students with learning, or emotional or behavioural difficulties require certain RSE needs when certain topics are being taught. We will ensure that RSE is accessible to all through high-quality teaching that is differentiated and thoughtfully planned. We are also mindful of preparing for adult outcomes as set out in the SEND code of practice when teaching these subjects to those with SEND.

- Some of our students will go on to define themselves as LGBTQ+. Some students may have LGBTQ+ parents or carers, brothers or sisters, other family members and/or friends. All our students will meet LGBTQ+ people both now and in the future. Our

approach to RSE will reflect this and teaching will be age appropriate and sensitive both in content and delivery. Content linked to LGBTQ+ will, where possible, be integrated into the programme rather than taught as a stand- alone lesson or unit. We actively tackle homophobic bullying or comments.

- Different cultural/ethnics groups within our community. These groups may have different attitudes to issues taught in RSE. The Albion Academy will take account of their views and promote respect for and understanding of the views of different ethnic, cultural and religious groups in line with safeguarding and the Academy's statutory duty to keep all students safe and deliver certain elements of the statutory RSE curriculum

Parental, staff and student involvement regarding the policy

The school will continue to consult with parents and staff on the formation of the policy, and any changes made to it when it is reviewed, which will be at least annually. This will help to limit the risk of any formal complaints.

Schools can choose to insert a provision in their policy stating that they will engage students when updating the policy, through a meaningful student voice process.

Parental right to withdraw children

The Relationship and Sex Education Policy should acknowledge the right of parents to withdraw their child from some or all of the sex education provided (except from sex education taught under the science curriculum), but not from the relationships education.

Parents do not have the right to withdraw their child from the RSE element of the National Science Curriculum. National Curriculum Science is statutory. At KS3 and KS4 this includes teaching about reproduction in humans, for example the structure and function of the male and female reproductive systems, menstrual cycle, fertilisation, gestation, birth, and HIV/AIDS.
Information on sex and relationships, staying safe online, and health education are taught within tutor time, discreet PSHE lessons, assemblies and ECM days.

If a parent wishes to withdraw their child from aspects of the RSE programme, then they need to write a letter or an email to the Assistant Principal stating their reasons for the request.

The Teaching of Relationships, Sex Education (RSE) will be taught across the curriculum but specifically in Pastoral Curriculum, Science and PE.

The Albion Academy ensures that parents/carers are:

- Made aware of the school's approach and rationale for RSE through the policy
- Informed ahead of time prior to the teaching of RSE in the Pastoral Curriculum
- Encouraged to support their child is learning at home, if appropriate.

In considering such a request, the school should use the following process:

- The Assistant Principal in the first instance, then the Principal should discuss with the parent (and, if appropriate, the child) to ensure their wishes are understood and to clarify the nature and purpose of the curriculum and the content that will be covered.
- The Assistant Principal in the first instance, then the Principal should discuss with the parent the benefits of the child receiving this important education and any detrimental effects that withdrawal might have on the child, including social or emotional effects of being excluded as well as the likelihood of the child hearing from their peers what was covered (and having that content channelled through a child's voice rather than a teacher's).
- Once those discussions have taken place, except in exceptional circumstances (e.g. safeguarding concerns), the school should respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms.
- For the vast majority of pupils with SEND, their SEND should not be a consideration in deciding whether to grant a parental request. However, there may be exceptional circumstances where the Principal will want to take a pupil's SEND into account when making this decision. This decision will be in liaison between Assistant Principal, Principal and SENCO.

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

How will RSE be monitored and evaluated at The Albion Academy?

Each year a curriculum audit of the RSE statutory guidelines is carried out. Areas of RSE not being delivered are identified and actions made to ensure they are present in the curriculum.

Evidence of the teaching of RSE is collected via LWs, collated resources and student work. From these the RSE lead will evaluate the efficacy of teaching and student outcomes. Students may be consulted on the delivery and effectiveness of the lessons.

The religious background of all pupils will be taken into account when planning teaching and materials, and sensitive topics are handled appropriately, and that all relationship education teaching will meet the requirements of equality law. Our academy will teach about faith perspectives. In particular, the RSE curriculum will teach faith perspective on relationships, and balanced debate may take place about issues that are seen as contentious. For example, the academy may reflect on faith teachings about certain topics as well as how their faith institutions may support people in matters of relationships and sex.

Complaints

Any complaints about the relationships and sex education programme should be made in accordance with the school's usual complaints procedure.