

Relationships and sex education policy (RSE) and Health education

Moorcroft School



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1. Aims

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

- Provide a framework in which sensitive discussions can take place, fostering open communication
 - and understanding among students.
- Prepare pupils for puberty, imparting knowledge about sexual development, and emphasising the importance of health and hygiene practices.
 - Help pupils develop feelings of self-respect, confidence, and empathy, nurturing their emotional well-being.
 - Create a positive culture around issues of sexuality and relationships, promoting inclusivity and respect for diversity.
 - Equip students with self-regulation and emotional-regulation skills, empowering them to navigate relationships and emotions effectively.
 - Teach pupils the correct vocabulary to describe themselves and their bodies accurately, promoting body positivity and self-awareness.
 - Teach pupils autonomy and safety, empowering them to make informed decisions about their bodies and relationships, and fostering a sense of responsibility.
 - Foster tolerance, empathy, and fair play among students, promoting a culture of respect and understanding.
 - Provide a programme that is appropriate and relevant to each student's age and developmental level, ensuring that the content is tailored to meet their needs and understanding.
 - Respect all individuals for who they are, regardless of their sexuality, and value the uniqueness of every student, promoting an inclusive and supportive learning environment.

In Moorcroft School we also aim for our students to develop tolerance, empathy, and fair play. We provide all pupils with a programme that is appropriate and relevant to their age and developmental level. We respect all individuals for who they are, regardless of their sexuality. We value the uniqueness of everyone.

2. Statutory requirements

At Moorcroft School we teach RSE and Health Education as set out in this policy.

As a secondary academy school we must provide RSE to all pupils as per section 34 of the [Children and Social work act 2017](#).

In teaching RSE and health education, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

3. Policy development

This policy has been developed in consultation staff, students, and parents. Moorcroft has a cross school team who have worked together to formulate an appropriate policy.

Our working group organised consultations with:

1. Moorcroft Parents (During LAB meeting RSE and health education workshop)
2. Student Council
3. Staff
4. Multi-disciplinary teams (SALT, Arts therapists, Physiotherapists, Educational Psychologist)

Moorcroft School aligns its RSE and health education curriculum with the most recent guidance issued by the Department for Education. The current guidance, "[Relationships Education, Relationships and Sex Education \(RSE\), and Health Education](#)," published in 19 December 2025, serves as the framework for our RSE provision.

4. Definition

RSE and Health Education focuses on students' emotional, social, and cultural development by teaching them about relationships, sexual health, sexuality, healthy lifestyles, diversity, and personal identity.

RSE and Health Education entails a combination of information sharing and the exploration of issues and ~~values~~ RSE is not about encouraging sexual activity.

Moorcroft believes that every student deserves to be valued. We encourage all students to have a sense of self-worth. Because young people develop at different rates and at different developmental levels, they have the right to receive information tailored to their specific needs and to be supported in reaching their full potential.

Our Personal, Social, Health and Emotional (PSHE) and Relationships and Sex Education (RSE) and health education is taught as part of our Skills for Learning and Life Curriculum as well as a planned programme of lessons delivered in a carefully sequenced way. The aim of this "spiral" Curriculum is to build on the knowledge of pupils that is previously acquired focus on:

- Empowering our students to cultivate confidence, responsibility, and self-reliance, leveraging their unique abilities to their fullest potential.
- Guiding young minds towards self-sufficiency, equipping them with the skills needed for adulthood.
- Nurturing positive relationships and fostering a culture of respect for diversity.
- Promoting healthy, responsible behaviour and empowering informed decision-making.
- Instilling knowledge of personal safety and strategies for self-protection.
- Preparing our students to actively engage as responsible citizens in society.
- Providing insights into real-world laws and societal norms, including the fundamental concept of consent, ensuring our students understand and respect boundaries in all interactions."

Our students have the right to develop their personalities and gain knowledge about their bodies and sexual development, to the extent that their abilities allow. We believe that self-esteem, confidence, freedom of expression, and adherence to social norms and laws are essential components of all personal and sexual development education.

Our RSE and health education curriculum is a planned, developmental learning programme designed to help our students broaden the knowledge, understanding, and skills they need to manage their lives and future. It addresses real-life issues affecting children and young people's mental health, wellbeing, relationships, and safety within their families and schools, as well as within the outside world and their local community. It confronts them with the social and economic realities of their lives, experiences, and attitudes.

Our Relationships and Sex lifelong learning about physical, moral, and emotional development is included in education. RSE lessons teach students about the nature and significance of family life, relationships, respect, love, and care. Wherever possible, young people should be taught how to safeguard themselves from physical danger and exploitation. RSE focuses on consistency in language use, scientific terms for sexual parts of the body, gender equality, and LGBT+ equality.

5. Delivery of RSE and Health Education

Our curriculum is laid out in Appendix 1, but we may need to adapt it as necessary. We have developed the curriculum in collaboration with parents, students, and staff, taking into account the students' ages, needs, and feelings. If students ask questions that are not covered by this policy, teachers will respond appropriately so that they are fully informed and do not seek answers online.

The Moorcroft RSE and Health Education Curriculum is divided into four cycles. Students can learn about a variety of topics during these cycles (please see below Appendix 1 and 2). It is also integrated throughout our Worldwide Celebration days and other whole-school events. Student council also plays a pivotal role in the delivery of the RSE curriculum. In addition, priorities are addressed through well-planned classroom routines that are tailored to the students' levels of understanding and stages of learning. We use real-life objects, and our teaching is supplemented by outside speakers and agencies too.

Teaching RSE and Health Education as a separate subject allows for focused instruction on various aspects of relationships and sex education, including topics like consent, healthy relationships, and understanding emotions.

Integrating RSE and health education throughout the school day, especially during discussions about body parts and bodily changes, helps normalise these conversations and ensures that students receive consistent messages about respectful behaviour and personal boundaries.

Additionally, embedding biological aspects of RSE within the science curriculum provides a holistic approach to understanding human sexuality and relationships, acknowledging both the scientific and cultural dimensions of these topics.

Pupils also receive stand-alone sex education sessions delivered by a trained health professional. Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Moorcroft's RSE and Health Education Curriculum content has been updated to introduce and emphasise the importance of Relationship Education in schools. It teaches students about healthy relationships, such as friendship and privacy. The RSE and Health Education curriculum at our secondary school provides students with an opportunity to recognise characteristics of different stages of life. It recognises adolescence and raises students' awareness of statutory principles relating to marriage, consent, (including the age of consent), and inheritance. Our students also learn about the appropriate, safe online behaviour such as image and information sharing. Our students learn how to establish their personal space and boundaries through practical activities. They also learn how to respect themselves and others and show an awareness of the distinction between appropriate and inappropriate, and unsafe physical and non-physical contact. Depending on the needs of the individual, pupils learn awareness of violence, harassment, misogyny and gender-based violence and other legal issues.

These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

For more information about our RSE and Health Education curriculum, see Appendices 1 and 2. RSE and health education focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

Our students can and should occasionally seek dynamic risk, motivated by thrill and short-term gain. It is essential to note, however, that they might sometimes lack the ability to emotionally regulate well while having a strong desire for autonomy. Therefore, it is our duty to teach them a curriculum which is age - appropriate and developmentally appropriate and with reference to the law. Moorcroft teachers and senior leaders are working hard to build a personalised programme which is tailored to each student's needs.

We believe that the goal of Relationships and Sex Education and Health Education is to provide students with knowledge, skills, and positive attitudes toward: Characteristics of different stages of life:

- Positive relationship development
- Understanding of the human body/their body
- Adolescence and the changes that come with it
- Emotional regulation skills
- Autonomy and safety

6. Roles and responsibilities

7.1 The Trustees

The Trustees have delegated the approval of this policy to the Regional Directors or Cluster Leads of the Trust.

7.2 The Headteacher

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

7.3 Staff

Staff are responsible for:

- Delivering RSE and Health Education in a sensitive way
- Modelling positive attitudes to RSE and Health Education
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non- statutory/non science components of RSE and Health Education

Staff do not have the right to opt out of teaching RSE and Health Education. Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher.

Our school's Deputy Head Olga Toulkeridou is responsible to write and monitor the Relationships and Sex policy; liaise with the Specialist Health Promotion Team in Public Health and other schools as necessary; identify and organise staff training; disseminate information from own training; monitor planning and resources; develop a scheme of work (range of activities and resources); and disseminate information to the school's Trustees and Local Advisory Board. The Deputy Head is also working closely monitoring and advising the external agencies delivering RSE related topics.

7.4 Students

Students are expected to engage fully in RSE and Health Education and, when discussing issues related to RSE and Health Education, treat others with respect and sensitivity. The RSE and Health Education policy was created with students' safety in mind. Students are gaining confidence in forming healthy relationships and comprehend the concept of self-protection. Students learn to recognise what is wrong and what is right and to become more aware of their rights and the law.

7. Parents' right to withdraw

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE and Health Education 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 should be put in writing using the form found in Appendix 3 of this policy and addressed to the Headteacher.

A copy of withdrawal requests will be placed in the pupil's educational record. The Headteacher will discuss the request with parents and take appropriate action.

Moorcroft School recognises the importance of the Home-School Partnership in providing a consistent approach to Relationships and Sex Education and Health Education.

We recognise that parents are the most important people in:

Teaching their children about relationships and sex;
Assisting their children in coping with the emotional and physical aspects of growing up; and
Preparing their children for the challenges and responsibilities that come with growing up.

We intend to collaborate on these tasks so that steps can be taken to address each pupil's specific needs. Parents ought to be able to see and agree on the policy, and they must be able to discuss the RSE programme. Cultural and religious viewpoints are both encouraged and respected. We believe that our programme is appropriate for all our students. We are dedicated to equal opportunity.

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

8. Training

Staff are trained on the delivery of RSE and Health Education 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 and Health Education.

All employees have access to policies that they can read and refer to as needed. Relationships and Sex Education is most effective when taught by teachers who are knowledgeable about the subject and can employ effective teaching methods. Through continuing professional development, all staff involved in teaching Relationships and Sex Education have the opportunity to develop skills, knowledge, and confidence in addressing issues with students (CPD).

- Team teaching or teacher observation of other staff is an example of staff development (Lesson study approach).
- Training courses with guidance on how to apply what you've learned in the classroom.
- In-school training sessions led by the PSHEC co-ordinator or other outside agencies.

9. Monitoring arrangements

The delivery of RSE and Health Education is monitored by Olga Toulkeridou (Deputy Head) through:

Every student in the school has a set of Learning Aims (LAs). The following areas of the curriculum are used to assess students' well-being and social and emotional skills as well as an independence assessment:

Key Stages 3 and 4: Social Emotional Development, Change Management

Sixth Form: Managing Change, Sensory Learners Expressive Relationships, Relationships

Class teachers keep track of their students' responses and progress, and they write evaluations on their individual target sheets.

The Relationships and RSE and Health Education Curriculum and Policy are monitored and evaluated by the SLT. This includes the following:

- Classroom Observations
- Teachers planning
- Class teachers' comments on the work completed.
- Relationships and Sex Education as a regular item on the agendas of staff and Local Authority Board meetings.

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

This policy will be reviewed every 3 years by the school or sooner if new guidance is issued by the Department of Education. At every review, the policy will be approved by a Senior Head Teacher with the Eden Academy Trust.

Appendix 1: Curriculum map

The topics covered throughout the years that students attend Moorcroft school are as follow:

Key Stage 3	Key Stage 4	Sixth Form
Knowing about myself Family life Adolescence Growing up Online safe choices Bullying / Being kind Different Genders Personal Wellbeing Friendship/ Consent Boys and Girls Personal hygiene and privacy My health. First aid Personal Wellbeing	Friendship Different types of relationship Parenthood/Life Cycle Consent show likes and dislikes Different greeting and privacy Acts of kindness/Violence Right to say 'No' Good choices Feeling good Actions/Rewards	My feelings and emotions Love and Care Feelings/Relationships & Values Online and Media Safety in the Community Behaviour for learning Basic First Aid (Body Parts Naming) It's My Body Different Types Of Relationships Appropriate ways to contact myself Growing up and changes Cyber Choices Birth/Marriage/Raising children Sexual harassment /violence/ misogyny and gender-based violence (When appropriate and relevant to student's developmental levels).

Appendix 2: Resources

The sensitivity, experience, and knowledge of our staff working in partnership with parents is our most valuable resource. Songs, presentations, pictures, books, puzzles, daily routines, games, PE, and self-help programmes are used to disseminate information and raise awareness. During his regular visits, the school's designated Police Officer co-leads some topics of our RSE and Health Education Curriculum related to community life, safety and danger awareness, and online and media safety with the teaching staff. When appropriate and in line with the students' comprehension on the topics of feelings and opinions. The "Talking mats" tool is also used to enable discussions between teaching and therapy staff and students. These discussions occur over time and contribute to students' Annual Reviews.

Other topics covered during the sessions include "Thoughts and feelings," "Likes and dislikes," and "Things that are important to me." Students created concepts in the following areas: College, My Future, and Life Outside of School.

Our RSE and Health Education guidelines point to appropriate resources, which we are constantly updating to ensure they are still relevant and up to date. Staff are trained in, and are expected to follow, the Guidelines and Golden Rules for 'Assisting Young People in Staying Safe and Protecting Themselves' (See Behaviour Policy December 2019).

Appendix 3: Parent form: withdrawal from sex education within RSE

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	