



ST. ANDREW'S COLLEGE Cambridge

RSE POLICY

ST ANDREW'S COLLEGE POLICY DOCUMENT

TO BE REVIEWED: July 2026

RESPONSIBILITY: Head/ Assistant Head Ethos

**AUTHORISED BY: ANNETTE POULAIN
DATE: 07/07/2025**

SIGNATURE:


1. Aims

The aims of RSE at our school are to:

- Provide a safe, inclusive and supportive framework in which sensitive and important discussions can take place.
- Prepare pupils for puberty and adult life, 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 for others.
- Create a positive culture around issues of sexuality and relationships, including respect for differences and promoting equality.
- Teach the correct and age-appropriate vocabulary to describe themselves, their bodies and their relationships.
- Support pupils to understand and navigate online and offline relationships, including the risks of the digital world.
- Develop pupils' knowledge, skills and attributes to make informed decisions, keep themselves healthy and safe, and build positive relationships.

2. Statutory requirements

- From 1 September 2020 (with full implementation required by 2021 for many schools) all pupils in secondary schools must receive Relationships and Sex Education (RSE) and Health Education.
- All pupils in primary schools must receive Relationships Education and Health Education.
- Schools must have regard to the DfE's statutory guidance: Relationships Education, Relationships and Sex Education (RSE) and Health Education.
- Schools are free to determine how to deliver the content but must ensure it is age-appropriate, developmentally appropriate and aligned with the law.
- The policy must be made available to parents/carers, and the school should publish how the subjects are taught.
- Note: The new statutory guidance (published July 2025) will come into force from 1 September 2026; schools are encouraged to begin implementing relevant changes ahead of this date.



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3. Policy development

- This policy has been developed in consultation with staff, pupils and parents/carers. The consultation and policy-development process included:
- Review: a working group of staff gathered all relevant national and local guidance, mapped current provision and identified areas for development.
- Staff consultation: all teaching and support staff were given the opportunity to review the draft policy and make recommendations.
- Parent/carers and stakeholder consultation: parents/carers and other stakeholders were invited to provide feedback on the draft policy, including content, delivery and timings of lessons.
- Pupil consultation: pupils across relevant year groups were asked what they want from RSE and Health Education (topics, teaching methods, sensitivity).
- Ratification: once amendments were made, the policy was presented to governors/board and formally ratified by the Principal/Headteacher.
- Review cycle: the policy will be reviewed regularly.
- In line with guidance, the policy will be published on the school website and made available in alternative formats on request.

4. Definition and scope

- RSE (Relationships and Sex Education) is about the emotional, social, cultural and physical development of pupils. It involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity, personal identity, and how to stay safe.
- Health Education is about supporting pupils to make informed decisions about their physical and mental health and wellbeing.
- Delivery of RSE does not mean the promotion of sexual activity. It is designed to support pupils' understanding and ability to make safe, informed choices.
- The curriculum includes biological aspects (e.g., in Science) alongside broader themes (in PSHE/RSHE).
- The school will ensure that the curriculum is inclusive, meets the needs of all pupils (including those with SEND), and promotes respect, equality and tolerance in line with the Equality Act 2010.

5. Delivery of RSE and Health Education

- RSE is taught as part of our PSHE (Personal, Social, Health & Economic) programme. The biological aspects are taught within the Science curriculum.
- The curriculum is carefully sequenced so that pupils build knowledge and skills over time, appropriate to their age, maturity and developmental stage.
- Delivery will include a variety of teaching methods: direct teaching, discussion, group work, case studies, role-play, distance techniques, question boxes to manage sensitive discussions.
- Students will be supported in developing the following skills:



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- Communication, including how to manage changing relationships and emotions.
- Recognising and assessing potential risks (online/offline).
- Assertiveness, decision-making and informed choices.
- Seeking help and support when required.
- Self-respect and empathy for others.
- Recognising and maximising a healthy lifestyle (physical and mental health).
- Managing conflict and peer pressure.
- Understanding consent, boundaries, privacy, healthy and unhealthy relationships.
- These skills will be taught in the context of family life, friendships, online relationships and intimate relationships, with a focus on respect, equality and safe behaviour.
- The school will ensure that the curriculum addresses issues of safeguarding, online safety, harassment, exploitation and harmful sexual behaviour, as appropriate to pupils' ages.
- House of Commons Library

6. Roles and responsibilities

6.1 The Principal / Headteacher

- Ensures that RSE and Health Education are taught consistently, in line with this policy and statutory guidance.
- Ensures that staff receive appropriate training and that resources are made available.
- Manages requests from parents/carers to withdraw pupils from specific components of sex education (see section 7).
- Ensures the policy is published and regularly reviewed.

6.2 Governors / Trust / Board

- Ensures that the policy is in place and fulfils statutory requirements.
- Ensures that the curriculum is well led, effectively managed, resourced and evaluated.
- Ensures that teaching is accessible for all pupils including those with SEND.

6.3 Staff

- Deliver RSE and Health Education in a sensitive, inclusive, age-appropriate and developmentally appropriate way.
- Model positive attitudes towards RSE and Health Education.
- Monitor pupils' progress, respond to the needs of individual pupils, and make adjustments accordingly.
- Respond appropriately to pupils whose parents/carers wish them to be withdrawn from certain parts of RSE.
- Participate in professional development and training regarding RSE and Health Education.
- Staff do not have the right to opt out of teaching RSE; if they have concerns, they should discuss these with the Principal/Headteacher.



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6.4 Pupils

- Pupils are expected to engage fully in RSE and Health Education, and when discussing issues related to these subjects, to treat others with respect and sensitivity.
- Pupils should follow ground-rules set for discussion (respect, confidentiality, question box) and understand how to seek help if needed.

7. Parents' / Carers' right to withdraw

- Parents/carers have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE in secondary schools.
- They do not have the right to withdraw their child from relationships education or health education, or from the biological aspects of sex education as set out in the science curriculum.

If a withdrawal request is made:

- The request should be made in writing and addressed to the Principal/Headteacher.
- The school will meet with the parent/carer (and, where appropriate, the pupil) to discuss the request, clarify the nature and purpose of the curriculum, the benefits of participation and any potential impacts of withdrawal.
- Where the pupil is aged 16 or over (in secondary), the pupil's views should be considered and the pupil may make their own decision.
- Once those discussions have taken place, except in exceptional circumstances, the school should respect the request up until three terms before the pupil's 16th birthday. After that point if the pupil wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide it.
- For primary schools: if the school teaches sex education beyond the science curriculum, then parents have the right to withdraw. Schools must consult parents in advance about what will be taught.
- Alternative work will be provided for pupils who are withdrawn from the sex-education component.
- The school will maintain a record of withdrawal requests (and note the reason, parent/carer and date) and ensure the pupil receives appropriate education during withdrawal.

8. Training

- Staff will receive training on the delivery of RSE, Health Education and related safeguarding issues (online safety, harassment, consent).
- Training will form part of our continuing professional development calendar.
- The school will ensure that staff are confident, skilled and up-to-date with current issues (including online behaviour, LGBTQ+ inclusion, gender reassignment, discrimination) and statutory guidance updates.
- Visitors or external agencies delivering sessions will be checked for suitability, lesson plans and resources reviewed in advance and the school's safeguarding protocols adhered to.

9. Monitoring, evaluation and review



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- The delivery of RSE and Health Education is monitored by the Senior Leadership Team (SLT) and the designated lead for PSHE/RSE.
- Pupils' development, knowledge, skills and attitudes in RSE and Health Education are monitored by class teachers as part of our internal assessment systems.
- The programme of study will be evaluated periodically (e.g., via student and parent/carer feedback, staff review, lesson observations) to ensure appropriateness, relevance and impact.
- This policy will be reviewed annually (or sooner if statutory guidance changes) and ratified by the Principal/Headteacher and governing body/trustees.
- Any changes to statutory guidance will prompt immediate review of policy and curriculum.