

THE SALTERNS ACADEMY TRUST: ADMIRAL LORD NELSON SCHOOL

SCHOOL RELATIONSHIPS AND SEX EDUCATION POLICY (RSE)

September 2026

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Author: S Easson, Assistant Head: Personal Development
Date modified: September 2026
Modified by: S Easson, Assistant Head: Personal Development
Review date: September 2027

Article 17: Every child has the right to reliable information from a variety of sources, and governments should encourage the media to provide information that children can understand. Governments must help protect children from materials that could harm them.

The Governing Body will ensure that:

All students will receive Sex and Relationships Education (RSE) as part of the schools Personal Development Programme in line with DfE legislation.

1. What is Relationship and Sex Education?

RSE is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. Additionally, it involves acquiring information about the physical aspects of growing up, having relationships, engaging in sex, and learning about human sexuality and sexual health.

2. Principles and Values

ALNS believes that RSE should:

- Be an integral part of the lifelong learning process.
- Be an entitlement for all young people.
- Be set within this wider school context and supports family commitment and love, respect and affection, knowledge and openness. Ideals, stereotypes and realities of family life are explored with recognition of the need to value children from all family circumstances. Difference and diversity will be taken into account. Religious and cultural differences will be discussed and respected.
- Encourage students and teachers to share and respect each other's views. To become aware, understand and demonstrate tolerance of different approaches to sexual orientation. It will not promote of any particular family structure but place importance on the values of love, respect and care for each other in committed relationships
- Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment.
- Recognise that parents are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents and students, consulting them about the content of programmes.
- Recognise that the wider community has much to offer and we aim to work in partnership with health professionals, social workers, and other mentors or advisers.

3. Aims

RSE at ALNS has three main elements:

- Attitudes and Values
- learning the importance of values, individual conscience and moral choices
- learning the value of family life, stable and loving relationships, and marriage
- learning about the nurture of children
- learning the value of respect, love and care
- exploring, considering and understanding moral dilemmas

- developing critical thinking as part of decision-making
- challenging myths, misconceptions and false assumptions about normal behaviour

Personal and Social Skills:

- learning to manage emotions and relationships confidently and sensitively
- developing self-respect and empathy for others
- learning to make choices with an absence of prejudice
- developing an appreciation of the consequences of choices made
- managing conflict
- empower students with the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter)

Knowledge and Understanding:

- learning and understanding physical development at appropriate stages.
- understanding human sexuality, reproduction, sexual health, emotions and relationships.
- learning about contraception and the range of local and national sexual health advice, contraception and support services.
- learning the reasons for delaying sexual activity, and the benefits to be gained from such delay.
- the avoidance of unplanned pregnancy.

4. Provision

Admiral Lord Nelson School delivers RSE predominantly through the Personal Development Curriculum. This includes PSHEE (known as Aspiring Futures) lessons, and Personal Development Days. Aspiring Futures is taught in vertical tutor groups. RSE lessons are set within the wider context of the Personal Development curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also included. Age specific RSE is taught in KS3 and KS4 groups. This will also be supported by a specialist in year group assemblies when appropriate. The Science National Curriculum is delivered by staff in the science department. These lessons consider the physical aspects of development and reproduction, although the importance of relationships is not forgotten. For those students in Alternative Provision, an outside agency will be used to support their RSE education with bespoke sessions.

Tutors deliver the PSHEE (Aspiring Futures) curriculum, written and supported by the subject leader of Aspiring Futures. Aspiring Futures lessons are taught weekly, and the Science National Curriculum is taught in every year group.

Lessons take place in a familiar and safe environment and ground rules established before the lessons commence. Teaching will be with mixed sex groups. Lessons will emphasise student involvement through teacher-led and class discussion. The continued use of Oracy is being utilised well to enhance discussions and encourage all to participate. Teachers need to be aware of and respond to, the needs and concerns of individual students. External agency expertise is regularly utilised and is a key feature of RSE delivery at ALNS. From September 2025 RSE statutory updates were introduced, with a mandatory implementation date of September 2026 and were implemented, when

relevant, within the Aspiring Futures curriculum. From September 2026 all statutory content is included in Aspiring Futures lessons alongside Personal Development Days and Ethics and Philosophy lessons to address the significant changes that have been made.

5. Monitoring and Evaluation

It is the responsibility of the Senior Leader: Personal Development and the Aspiring Futures lead to oversee and organise the monitoring and evaluation of RSE, in the context of the overall school plans for monitoring the quality of teaching and learning. Lesson 'drop in's' and student feedback form a key part in the monitoring and evaluation of RSE.

Governors are informed of the outcomes as they are responsible for overseeing, reviewing and organising the revision of the RSE Policy.

6. Parent right to withdraw

Some parents prefer to take the responsibility for aspects of this element of education. They have the right to withdraw their children from all or part of the Relationship and Sex education except for those parts included in the statutory National Curriculum (i.e. in science lessons). Letters are sent out to inform all parents/carers of the RSE curriculum.

In these circumstances, ALNS will make alternative arrangements. Parents are encouraged to discuss their decisions with their child's Head of House/Lead of Personal development and lead of Aspiring Futures at the earliest opportunity. Parents can be made fully aware of the topic being discussed and any resources the school uses as part of these discussions.

7. Confidentiality.

All teachers receive regular safeguarding training and are aware that they cannot offer unconditional confidentiality. School staff should not ask leading questions. Any disclosure should be referred to the Safeguarding Lead Officer. Students must be told that their disclosure is going to be passed on and to whom.