



THE
ADEYFIELD ACADEMY

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Relationship and Sex Education (RSE) Policy

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Co-ordinator:	Mrs M Forni

Signed by..... Dawn Mason (Headteacher)

Signed by..... Kim Bristow (Chair of Governors)

1. Intention

The Adeyfield Academy believes that relationship and sex education is an educational entitlement for all learners and an integral part of each learner's emergence into adulthood.

To prepare learners for a happy and successful adult life, the RSE curriculum aims to provide them with knowledge and skills to make informed decisions about their wellbeing, sexual health, sexuality, personal identity, healthy lifestyles and relationships. It fosters self-efficacy, resilience, and the ability to navigate risks and challenges. The curriculum emphasises equipping learners with the tools to seek help and access support when needed. The RSE curriculum is not about the promotion of sexual activity.

2. Aims

The aims of relationships and sex education (RSE) at the Adeyfield Academy are to:

- Teach learners how to keep themselves and others safe, healthy and to know how to thrive now and in the future;
- Provide an inclusive framework in which sensitive discussions can take place;
- Prepare learners for puberty, and give them an understanding of sexual development and the importance of health and hygiene;
- Help learners develop feelings of self-respect, confidence and empathy; to ensure learners are aware of the effects of peer-on-peer abuse including sexual harassment, sexual violence and online abuse. As a result, learners will be confident to report these issues.
- Create a positive culture around issues of sexual orientation, gender identity, gender expression and relationships;
- Teach learners the correct vocabulary to describe themselves and their bodies
- Address the current Public Health agenda to reduce unplanned teenage pregnancy and reduce STIs.

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including: families, respectful relationships, including friendships, online and media, being safe, intimate and sexual relationships, including sexual health.

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, LGBTQ+ 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). This promotes respect for all forms of relationships and family life as protected under the Equality Act 2010.

3. Statutory Requirements

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make relationships education compulsory for all learners receiving primary education and relationships and sex education (RSE) compulsory for all learners receiving secondary education. Health Education is also compulsory in all schools. The Adeyfield Academy follows the most recent DfE statutory guidance (2025), and is starting to include any additional content in preparation for statutory implementation from September 2026.

4. Curriculum

RSE is taught within the personal, social, health, citizenship and economic (PSHCE) education curriculum in every year group. All year groups receive a fortnightly PSHCE lesson.

Biological aspects of RSE are taught within the Science curriculum. In Year 8 students are learning about puberty, menstrual cycle, anatomy of the reproductive systems, fertilisation and development of a human foetus. In Year 11 students are exploring the menstrual cycle with focus on the hormones involved in that process, IVF treatment and contraceptives.

It is also delivered through wider school activities such as assemblies and personal development days where children are able to develop their ideas, knowledge and skills gradually and appropriately.

Please see Appendix 1 which outlines the lessons delivered to each year group.

Lessons are age-appropriate, inclusive, and sensitive to the diverse needs of the learner body. Interactive teaching methods, including discussions, group work, and scenario-based learning, are used to encourage engagement and understanding around the RSE curriculum.

5. Roles & Responsibilities

The form tutor has the main responsibility for teaching about RSE in the classroom. Learner development in RSE is monitored by their tutor as part of our internal assessment systems. RSE is coordinated by the Associate Assistant Headteacher in charge of Personal Development and the Curriculum Lead for PSHCE, who are responsible for the overall planning, implementation and review of the programme. We liaise with external providers and specialists to ensure our learners receive an up to date and balanced programme. This enhances delivery of RSE, bringing in specialist knowledge and different ways of engaging with our learners.

The Headteacher is also responsible for managing requests to withdraw learners from sex and health education, and components of RSE. This does not include what is taught as part of the science curriculum.

Our Science Curriculum Lead and PSHCE Curriculum Lead will monitor teaching and learning according to school policy. Implementation will be monitored by the Headteacher and Senior Leadership Team and the Governing Body is responsible for ensuring RSE is delivered in line with statutory guidance.

6. Staff training

The Associate Assistant Headteacher and Curriculum Lead for PSHCE will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to all staff required to teach RSE, ensuring all staff understand confidentiality, sensitivity, and safeguarding expectations.

7. Inclusion

In our school we have a commitment to ensure that our RSE programme is relevant to and inclusive of all learners, reflecting the protected characteristics under the Equality Act 2010.

For those learners with special education needs (SEND) RSE learning is made accessible in a variety of ways which include: Individual Learning Spotlights, Educational Health Care Plans, differentiated learning experiences and Personalised Pastoral Support.

8. Confidentiality, advice and child protection

Sometimes an individual learner will ask an explicit, difficult or inappropriate question in the classroom. Questions do have to be answered directly and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in these situations and refer to the Associate Assistant Headteacher who leads PSHCE.

RSE helps learners to understand the difference between healthy and abusive relationships and to understand how to get help if they are experiencing abuse. We recognise that when discussing some of the issues RSE covers, some learners could disclose abuse or other harmful experiences. Learners will be made aware that some information cannot be held confidential and in some cases of a disclosure, all staff have statutory training around child protection and will follow the schools safeguarding policy and procedures. All RSE teaching is consistent with Keeping Children Safe in Education (2025).

We recognise that some children may be vulnerable to some of the content delivered in RSE due to a previous safeguarding concern, ongoing concerns or changes to their personal life. For those children, additional support will be given to prevent them being affected by the scenarios or topics in planned lessons.

The following procedures will be adhered to by all adults:

- Disclosure or suspicion of possible abuse - The school's Child Protection Policy & Safeguarding procedures will be invoked.
- Pregnancy – Learners who disclose that they are, or have made someone else pregnant should be asked whether they can tell their parent/carer(s) and whether they want help in doing so. Support may be given in setting up a meeting between learner and parent/carer(s), with a member of staff. Further support may then be needed to arrange meetings with a health professional. Subsequent responsibility will then lie with the parent/carer(s). Where a learner refuses to inform their parent/carer(s) the school will inform them. Support will be offered as outlined above. Any member of

staff to whom a learner makes such a disclosure should report this to the designated Child Protection member of staff or the Principal.

- Sexual orientation – Adults will deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support.

9. Forced Marriage (FM)

A forced marriage is where one or both people do not consent to the marriage and pressure or abuse is used. It is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights. The Anti-social Behaviour, Crime and Policing Act 2014 makes it a criminal offence to force someone to marry. This is a separate issue from arranged marriage. Young men and women can be at risk in affected ethnic groups. Whistle-blowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. This issue is taught explicitly in both a cultural and religious context. The value of marriage is explored through discussion in personal, social, health, citizenship and economic (PSHCE) education

10. Female Genital Mutilation (FGM)

FGM involves procedures that intentionally alter/injure the female genital organs for nonmedical reasons. FGM is internationally recognised as a violation of human rights of girls and women. FGM is illegal in the UK. It is also illegal to take a British national or permanent resident abroad for FGM or to help someone trying to do this. FGM is explicitly taught to Year 8s and its illegal status is emphasised. FGM assemblies are also given to all Year groups.

11. Partnership with parents/carers

Most of a learner's informal sex and relationships education occurs within the family and the school's programme will complement and build on this in co-operation with homes.

Parents/carers have the right to withdraw their child from some, or all, RSE lessons but not statutory Science lessons. If a parent/carer wishes to withdraw their child from the Sex Education lessons, parents are requested that they do so in writing; Parents will then be contacted by the Associate Assistant Headteacher, who will discuss the concerns that parents have regarding the content of the lessons. Alternative work will be given to learners who are withdrawn from sex education.

A learner can opt to remain in a lesson that has the intention of teaching sex education once they are 15 years old (i.e. three school terms prior to turning 16 years old) regardless of the views of their parents. In these circumstances the Head of Year will contact the parents to inform them of the choice that their child has made.

12. Monitoring and Evaluation

The RSE curriculum is regularly reviewed and updated to ensure it remains effective and relevant. Monitoring includes lesson observations, learner progress in PSHCE through low stake assessment, and evaluation of learners' understanding, confidence and safety awareness.

Learner voice is sought through surveys and discussions to gauge understanding and comfort with the content. There are also opportunities for parents to provide feedback on the curriculum during consultations as well as the governing body who reviews the implementation and effectiveness of the RSE policy annually.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	Health & wellbeing	Living in the wider world	Relationships	Health & wellbeing	Relationships	Living in the wider world
Year 7	Transition and safety - Transition to secondary school - Personal safety in and outside of school - First aid	Developing skills and aspirations - Careers - Teamwork and enterprise skills - Raising aspirations	Diversity - Diversity - Prejudice - Bullying - Protected Characteristics	Health and puberty - Healthy routines and influences on health, puberty and menstrual health, - Unwanted contact and FGM	Building relationships - Self-worth - Romance and friendships (including online) - Relationship boundaries	Financial decision making - Saving - Borrowing - Budgeting and making financial choices
Year 8	Drugs and alcohol - Vaping and energy drinks - Alcohol and drug misuse. - Pressures relating to drug use	Community and careers - Equality of opportunity in careers and life choices, - Different types and patterns of work	Discrimination - Protected Characteristics - Discrimination in all its forms including: - racism - religious discrimination - disability - sexism and misogyny - homophobia, biphobia and transphobia	Emotional wellbeing - Mental health - Emotional wellbeing - Body image - Coping strategies	Identity and relationships - Gender identity, and sexual orientation - Consent - Sexting - Introduction to contraception	Digital literacy - Online safety - Digital and AI literacy - Media reliability and 'fake news' - Gambling hooks

Year 9	Peer influence, substance use and gangs • Healthy and unhealthy friendships • Assertiveness • Substance misuse • Gang exploitation	Setting goals • Learning strengths • Career options • Goal setting as part of the GCSE options process	Respectful relationships • Families and parenting • Healthy relationships • Conflict resolution, and relationship changes	Healthy lifestyle • Diet, exercise, lifestyle balance and healthy choices • Gynaecological health, including endometriosis and menopause • First aid.	Intimate relationships • Consent • Contraception, the risks of STIs, • Attitudes to pornography	Employability skills • Employability • Online presence
Year 10	Mental health • Mental health and ill health • Stigma • Safeguarding health including during periods of transition or change	Financial decision making • The impact of financial decisions • Debt, scams, fraud and extortion	Healthy relationships • Relationships and sex expectations • Pleasure and challenges including the impact of the media and pornography on unrealistic expectations.	Exploring influence • The influence and impact of drugs, gangs, role models and the media	Addressing extremism and radicalisation • Communities and belonging • Radicalisation • Challenging extremism	Work experience • Work experience week • Preparation for and evaluation of work experience and readiness for work

Year 11	Building for the future • Sleep • Self-efficacy • Stress management • Future opportunities	Next steps • Application processes • Skills for further education • Employment and career progression	Communication in relationships • Personal values • Assertive communication in regards to sexual health • Relationship challenges and abuse	Independence • Responsible health choices • Safety in independent contexts	Families • Families and parental responsibilities • Fertility, reproductive choices and pregnancy options • Marriage, forced marriage and changing relationships	
Year 12	Mental health and emotional wellbeing • Mental health and emotional wellbeing • Managing stress • Body image • Healthy coping strategies	Readiness for work • Career opportunities • Preparing for the world of work	Diversity and inclusion • Living in a diverse society • Challenging prejudice and discrimination	Planning for the future • Exploring future opportunities • Post-18 options • The impact of financial decisions	Respectful relationships • Consent • Assertive communication • Positive relationships and recognising abuse • Strategies for managing dangerous situations or relationships	Health choices and safety • Independence and keeping safe • Travel • First aid • The impact of substance use

Year 13	Independence - Responsible health choices - Managing change - Health and wellbeing, including sexual health, into adulthood	Next steps - Application processes - Future opportunities and career development - Maintaining a positive professional identity	Intimate relationships Personal values, including in relation to contraception and sexual health Fertility Pregnancy	Financial choices - Managing money - Financial contracts - Budgeting - Saving - Debt - Influences on financial choices	Building and maintaining relationships New friendships and relationships, including in the workplace Personal safety Intimacy Conflict resolution Relationship changes	—
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