Full name of policy:	**Relationships and Sex Education (RSE) Policy**		
Name and post of person responsible:	Caitlin Gooch, Assistant Head (Pastoral)		
Frequency of review:	Annually		
Dates of previous reviews:	05/2021, 02/2024, 11/2025		
Policy Reference:	All policies can be found in the 'Information for Staff' folder		
Total number of pages: (Including appendices and front sheet)	13		
Comments:	This policy should be read in conjunction with: • Preparing students for life in modern Britain policy • Safeguarding and promoting the welfare of children policy (N075) • Keeping Children Safe in Education (KCSIE) 2026 • DfE statutory guidance: Relationships Education, Relationships and Sex Education (RSE) and Health Education (July 2025)		
	Name (role):	**Signature:**	**Date:**
Written:	Jessica Amo (Assistant Head, Pastoral/Co-curricular)	J.Amo	21/08/20
Ratified:	Jan Balon Headteacher	J Balon	21/08/20
Review:	Caitlin Gooch, Assistant Head (Pastoral)	C Gooch	12/11/2026
Ratified:	Jan Balon Headteacher	J Balon	13/11/2026

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Aims

The aims of relationships and sex education (hereafter, RSE) at LAET are to:

- Provide a framework in which sensitive discussions can take place
- Prepare students for the opportunities, responsibilities and experiences of adult life so that they may make a positive contribution to society
- Give students accurate information about sexual and reproductive health, and how to access confidential health services
- Enable students to develop their self-knowledge, self-esteem, empathy and self-confidence around issues of sexuality and relationships.
- Equip students to recognise and challenge misogyny, harmful sexual behaviour, exploitation and online harms, and to know how and where to seek help
- Help students understand that ethical relationships go beyond consent and involve kindness, care and an awareness of power
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The London Academy of Excellence Tottenham (hereafter, LAET) believes that high quality RSE is an important part of schooling which supports young people's development and prepares them for adult life so they can make wise and informed choices (DfE, Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance, July 2025).

Statutory guidance and legal framework

LAET is committed to actively promoting equality of opportunity in everything that it does and to ensuring that differences between all of our learners and staff are valued and respected. This policy complies with the Equality Act 2010, including the Public Sector Equality Duty. RSE is taught in a way that does not discriminate against any student or amount to harassment.

RSE at LAET promotes fundamental British values as part of students' Spiritual Moral, Social and Cultural (SMSC) education, as detailed in the Department for Education's 'Promoting fundamental British values as part of SMSC in schools' (November 2014).

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under the Children and Social Work Act 2017, make RSE compulsory for pupils receiving secondary education. The Department for Education's revised statutory guidance, Relationships Education, Relationships and Sex Education (RSE) and Health Education (July 2025), came into effect on 1 September 2026 and replaces the 2019 guidance.

The guidance states that these statutory requirements do not apply to sixth form colleges, 16-19 academies or further education colleges, although the DfE encourages them to offer these subjects (paragraph 11). As a 16-19 free school, LAET uses the guidance as the framework for our RSE programme, selecting and adapting content to meet the needs of students aged 16 to 18 and our local safeguarding context. This reflects our duty under Keeping Children Safe in Education (KCSIE) to provide a preventative curriculum, and our commitment to students' personal development.

At LAET we teach RSE as set out in this policy. This policy should be read alongside KCSIE 2026, our Safeguarding and promoting the welfare of children policy (N075), our Preparing for Life in Modern Britain policy (N082), our Behaviour policy and our SEND policy.

Policy development

This policy has been developed in consultation with staff, students, parents and carers, and trustees . The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group brought together all relevant information, including relevant national and local guidance
2. Student consultation – student views were gathered through the Student Voice Committee, PD focus groups and the positive peer relationships survey
3. Parent and carer consultation – parents and carers will be invited to share their views on this policy and the RSE programme during the 2026-27 academic year, including at our parent morning teas. Any changes arising from this consultation will be reflected in an updated version of the policy.
4. Ratification – once amendments were made, the policy was shared with trustees and ratified.

Definition

RSE at LAET provides information and guidance to students on issues of sex, sexuality and sexual health. RSE at LAET supports the spiritual, moral, social and cultural development of students. It is about understanding the importance of stable and loving relationships, respect, love and individual autonomy. RSE at LAET does not encourage or normalise early sexual activity. It supports students to make their own informed choices about whether and when to develop safe, fulfilling and healthy relationships, and to resist pressure.

At LAET, relationships education covers healthy relationships, consent and sexual ethics, online safety, exploitation and abuse, and the relevant law. Sex education covers sexual health, contraception, sexually transmitted infections, pregnancy and sexual activity. Sessions that contain sex education are identified as such in the curriculum information we share with students, parents and carers.

Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

Where we need to respond to emerging issues in our community, we may add content to the programme. We will inform parents and carers of any significant change in advance and share relevant materials on request.

We have developed the curriculum considering the age, needs and feelings of students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that they are fully informed and do not need to seek answers from unreliable sources, including online.

Teachers and facilitators agree ground rules with each class and use distancing techniques and anonymous question boxes so that students can raise sensitive issues safely. Where a question is better not answered in front of the class, the teacher or facilitator will answer it individually, signpost to appropriate support or, where the question suggests a student may be at risk, pass it to the safeguarding team.

In line with the 2025 guidance, the curriculum includes: consent and sexual ethics beyond consent; misogyny and harmful online subcultures, including incel ideology; the influence of pornography; deepfakes, AI-generated sexual imagery and AI chatbots; sextortion and online scams; stalking; FGM, contraception and STIs, including PrEP and PEP, presented in a medically and legally accurate and impartial way.

Teaching about the law, equality and contested topics

The law relevant to each topic is taught factually, so that students are clear about their rights and responsibilities. This includes consent and the age of consent, sexual offences, domestic abuse, image sharing (including AI-generated imagery), the Online Safety Act, forced marriage, FGM and the protected characteristics under the Equality Act 2010.

Students learn about all protected characteristics. Content on same-sex relationships, and sexual health information relevant to all students, is integrated throughout the programme rather than taught as a standalone lesson. Where there is significant debate, we present it in a balanced way and do not endorse any particular view or teach it as fact.

Staff challenge sexism, misogyny, homophobia and other prejudice wherever it arises, challenging the idea rather than the student expressing it. Staff avoid language that stigmatises boys or suggests that victims are ever to blame, and give students opportunities to explore positive models of masculinity and

femininity.For more information about our curriculum, see our curriculum map in Appendix 1.

Delivery of RSE

The **RSE** programme will be delivered as part of the **Personal Development (PD)** programme, taught weekly by a specialist team of PD teachers.

All Year 12 students will attend sessions on Healthy Relationships & Self-Esteem, Sexually Transmitted Infections and Contraception. In addition, talks from outside speakers will be held during a pastoral Drop Down Day (DDD).

The RSE programme at LAET is delivered through the wider PD curriculum and is designed to meet the requirements of the statutory guidance in a way that is relevant, inclusive, and engaging for students.

All students receive comprehensive RSE sessions designed to equip them with the knowledge and skills to build healthy, respectful relationships of all kinds. The curriculum covers topics such as healthy and positive relationships, self-esteem, consent, contraception, STIs (including PrEP and PEP), and how to resist pressure around sex. Students explore the impact of relationships on mental wellbeing, learn to recognise unhealthy behaviours, and are guided on how to seek appropriate support. The programme also addresses online safety, sexual health, and the legal framework surrounding sex and relationships, while consistently promoting values such as respect, integrity, and empathy.

Students are taught to identify and respond to signs of grooming, exploitation, domestic abuse, coercive control, stalking, sextortion and other harmful behaviours. These topics are delivered clearly and sensitively, along with the law and how to access support. These sessions are supplemented by expert-led talks and workshops delivered during pastoral Drop Down Days (DDD).

The Personal Development (PD) Second In Charge (2IC), under the strategic direction of the Assistant Head (Pastoral), is responsible for the design and implementation of the RSE curriculum. The PD 2IC Lead works closely with the Assistant Head (Pastoral) to ensure high-quality delivery of PD lessons. They gather feedback, provide coaching to PD teachers, and support delivery through regular learning walks, using the PD learning-walk rubric, and informal drop-ins. This quality assurance process is essential given the sensitive nature of RSE content.

The PD Lead and Assistant Head, Pastoral undertake annual RSE training to ensure that delivery remains up-to-date and responsive to best practice. This continuous professional development enables them to effectively support staff, model excellent practice, and ensure the curriculum meets statutory requirements while being delivered in a meaningful and accessible way.

RSE at LAET is informed by student voice, staff feedback, and external agencies specialising in sexual health and relationships. The PD Lead and Assistant Head (Pastoral) regularly review the programme, with input from the wider teaching team.

All content is delivered with sensitivity and care, recognising the diverse family and support structures that exist within our school community. This includes, but is not limited to, single-parent families, LGBTQ+ parents, families led by kinship carers or extended family members, and those involving adoptive or foster care. Particular consideration is given to reflecting sensitively that some students may have a different structure of support around them (for example, looked-after children or young carers).

Working with external providers

External providers bring specialist knowledge to our programme, particularly during Drop Down Days. Regular providers include Everyone's Invited, It Happens Education and DiveRSE. LAET always remains responsible for the content and for how it is taught. Before any session we will:

- Check the credentials of the visitor or organisation;
- Review the materials and lesson plan in advance to make sure they are accurate, age and stage appropriate, unbiased and in line with this policy;
- Agree in advance how confidentiality will work and how any safeguarding concern or disclosure will be reported to the safeguarding team;
- Make sure a member of LAET staff is present throughout the session.

We will not agree to any contractual term that prevents us from sharing materials with parents and carers. Providers will be told that LAET has regard to the statutory guidance, including the expectation that all content can be shared with parents if requested (DfE, 2025, paragraph 58).

Students with special educational needs and disabilities (SEND)

RSE is accessible to all students. The PD team works with the SENCo and Assistant SENCo to adapt resources and provide additional small-group or one-to-one support where needed.

We recognise that students with SEND may be more vulnerable than their peers to exploitation, harmful sexual behaviour, abuse and bullying. The Assistant SENCo, who is also a Deputy DSL, oversees safeguarding support for students receiving learning support.

Roles and responsibilities

The governing board

The governing board will approve the RSE policy and hold the headteacher to account for its implementation. Trustees will make sure that curriculum content and teaching materials are aligned with the statutory guidance, that teaching is accessible to students with SEND, and that parents and carers receive clear information on content, materials, external providers and the right to withdraw from sex education.

The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school.

Staff

Staff are responsible for:

- Delivering RSE in a sensitive, inclusive and non-judgmental way
- Modelling positive attitudes to RSE
- Monitoring student progress, including student engagement and appropriate conduct
- Responding to the needs of individual students
- Flagging any worrying comments or behaviour of students on MyConcern and alerting the DSL or a Deputy DSL immediately where there is any indicator of harm

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching

RSE are encouraged to discuss this with the headteacher.

Students

Students are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

Parents

Working with parents and carers and the wider community

At LAET, we recognise that parents and carers play a vital role in the development of their children's understanding of relationships. As the first educators of their children, parents have a significant influence in helping them form healthy, respectful relationships. We are committed to working closely with parents and carers to ensure that the purpose, content, and importance of our Relationships and Sex Education (RSE) provision is clearly communicated and understood.

Parents and carers will be informed of the content and timing of RSE sessions in advance and are encouraged to engage with the school if they have any questions about the curriculum. Opportunities will be provided to support understanding and open dialogue, with the aim of building trust and shared responsibility for student wellbeing and safeguarding.

We value the views of parents and carers and want them to help shape our RSE programme. We will create regular opportunities for parents and carers to learn about the programme, view materials and share their views, including through our parent morning teas and online . Parents and carers are also welcome to contact the PD Lead at any time with questions or feedback. Parents cannot veto curriculum content, but their views help us make sure that RSE meets our students' needs.

Parents and carers can view RSE curriculum materials on request. Requests to view materials should be made to the Assistant Head, Pastoral or the PD 2IC.

Where materials are protected by copyright or intellectual property, we will share them in a way that respects this, for example by showing them in school or through view-only access, and parents and carers will be asked not to copy or share them further.

Right to withdraw from sex education

Parents have the right to request that their child is withdrawn from some or all of sex education. However, from three terms before a student's 16th birthday, the student can choose to receive sex education even if their parent has requested withdrawal. As all LAET students are aged 16 or over, a parental request to withdraw a student from sex education does not apply, and the decision rests with the student. There is no right to withdraw from relationships education.

LAET considers RSE an essential part of our students' education, and we expect all students to attend. If a parent or carer has concerns, we welcome a conversation with the PD 2IC and/or the Assistant Head (Pastoral). We will explain the aims and content of the programme, share materials and discuss the benefits of taking part, and the discussion will be recorded.

If a student feels unable to attend a specific RSE session, they must contact the Assistant Head (Pastoral) and/or the PD 2IC well in advance of the session/s. In such cases, the student will be expected to meet with a member of the safeguarding team to discuss their concerns and will be provided with a supervised, alternative session covering the same content through independent work. This is not considered an opt-out, but a supportive adjustment for students who may find aspects of the content challenging to engage with in a group setting.

Parents/carers should be aware that during academic lessons, controversial issues may be discussed. As long as any discussion takes place within the context of an academic subject, it will not be deemed part of the RSE programme and therefore not subject to parental right of withdrawal. LAET staff will deal both sensitively and professionally with any issues which arise in the classroom. Issues which may be discussed in academic lessons include:

- Birth, contraception, child-rearing, abortion and technological developments which involve consideration of attitudes, beliefs, values and morality;
- The availability of statutory and voluntary organisations which offer support in human relationships, such as Relate, and advice around sexuality and sexual matters;
- The equality of heterosexual and non-heterosexual relationships;
- Partnerships, marriage and divorce and the impact of loss, separation and bereavement;
- Discussion of issues such as sexual harassment in terms of their effect on individuals.
- The impact of sexuality and sexual activity on relationships.

Training

Staff receive training on delivering RSE through our CPD programme, scheduled in the lead-up to session delivery to ensure timely and relevant support. External experts, such as school nurses and sexual health professionals, provide specialist input and guidance to support staff with delivering sensitive content when necessary.

Confidentiality Policy (Safeguarding)

Teachers must adhere to LAET's policy on confidentiality between themselves and students as described in the Safeguarding and Promoting the Welfare of Children policy (N075). Students should be reassured that their best interests will be maintained. However, teachers cannot offer or guarantee absolute confidentiality. Staff will never promise a student that they will keep a disclosure secret. If confidentiality has to be broken, the student should be informed first and then supported, as appropriate. When discussing issues in the classroom, students' disclosures indicating the student is at risk (see below) must be logged on MyConcern and reported immediately to the Designated Safeguarding Lead (DSL) or a Deputy DSL , who will decide whether parents/carers should be informed, and any other action taken. Class teachers will not directly inform parents/carers of disclosures.

Students are deemed to be 'at risk' if they are:

- Involved in situations where they can endanger themselves or others;
- involved in situations where they are being exploited or are exploiting others;
- victims of physical/sexual or emotional abuse.
- experiencing, or displaying, harmful sexual behaviour, including online.

LAET trustees and the senior leadership team will support the staff member in exercising professional judgement about what is in the young person's best interest.

At the start of RSE sessions, teachers explain how confidentiality works and what will happen if a student shares a concern about themselves or a peer, and signposts external sources of support. Staff are aware of the mandatory duty to report known cases of FGM to the police.

LAET will only be in the position of handling information without parental knowledge in the most

exceptional circumstances. Students are encouraged and supported to talk to their parents/ carers. If there is evidence of abuse, LAET's child protection procedures will be followed.

Monitoring arrangements

The delivery of RSE is monitored by the pastoral team through:

- Learning walks using the PD learning-walk rubric, student voice focus groups, the positive peer relationships survey, the Student Voice Committee and Instructional Coaching.
- Students' development in RSE is monitored by class teachers.
- Pupils' development in RSE is monitored by class teachers.
- This policy will be reviewed annually by Assistant Head, Pastoral in consultation with students, parents and carers, and staff . At every review, the policy will be approved by the headteacher and the governing board.

Appendix 1: LAET Personal Development Curriculum Programme:

This curriculum map attempts to rationalise our two-year personal development curriculum, create a clearer learning journey, and identify themes that crossover. At LAET, we are sensitive to the changing needs of our students and the world they live in; therefore, the syllabus is reviewed and potentially modified on a yearly basis. We also reserve the right to modify the programme at any time to address safeguarding or contextual issues that arise in our community that need to be addressed promptly.

■ Relationships ■ Living in the Wider World ■ Health & Wellbeing

Year 12					
Half Term 1 (Autumn 1) *8 weeks*	**Half Term 2 (Autumn 2)** *6 weeks*	**Half Term 3 (Spring 1)** *6 weeks*	**Half Term 4 (Spring 2)** *5 weeks*	**Half Term 5 (Summer 1)** *7 weeks*	**Half Term 6 (Summer 2)** *5 weeks*
Belonging, Identity & Community	***Values, Community & Digital Safety***	***Respectful Disagreement & Exploitation Awareness***	***Healthy Relationships***	***Gender, Respect & Leadership***	***Financial Literacy & Next Steps***
Living in the Wider World • Prejudice and discrimination • Hemisphere: Black students training • Black History Month: honouring our communities • Neurodiversity • Intro to PD at LAET / library induction • Introducing AI (digital literacy launch) **Health & Wellbeing** • Contextual survey and how to seek support for mental health and safeguarding • Looking out for yourself and others: recognising when someone needs	**Relationships** • Bullying (workplace bullying / do fandoms encourage bullying?) • Everyone's Invited (Drop-Down Day, December) • Sexual violence and the law on strangulation and suffocation (Drop-Down Day, December) • Rise of online misogyny (Drop-Down Day, December) • Sexual Health, contraception choices, PrEP and PEP, testing and pregnancy choices (Drop Down Day, December)	**Relationships** • Exploitation and contextual safeguarding • Honour-based abuse: forced marriage, FGM **Living in the Wider World** • Free speech, hate speech and radicalisation (Prevent) • Respectful disagreement 1, 2 & 3 • Online safety + sextortion, online scams and deepfakes • AI-generated sexual imagery	**Relationships** • Positive peer relationships survey • Healthy relationships series, relationship skills: boundaries, disagreements, ending relationships with kindness, managing difficult feelings, seeking support • Consent beyond the law: sexual ethics, kindness and power dynamics **Living in the Wider World** • Careers & Next Steps: more than just a degree	**Living in the Wider World** • Ivy House Leadership: soft skills • Financial Literacy • Gambling harms + gambling-like content in gaming and debt	**Living in the Wider World** • Financial Literacy: borrowing & debt • Financial Literacy: renting & buying • Careers & Next Steps: UCAS intro 1, 2 & 3

help and where to get it • Periods & menstrual health + endometriosis, PCOS and when to seek help • Sleep hygiene	• Rape culture (Drop-Down Day, December) **Living in the Wider World** • British values • Interfaith & celebrating diversity • Online safety and cyber security • Careers & Next Steps: Unifrog launch • Careers & Next Steps: university decisions **Health & Wellbeing** • Harm reduction: drug & alcohol awareness and substance misuse(Drop-Down Day, December)				

Year 13

Half Term 1 (Autumn 1) *7 weeks*	Half Term 2 (Autumn 2) *6 weeks*	Half Term 3 (Spring 1) *6 weeks*	Half Term 4 (Spring 2) *5 weeks*
Identity, Wellbeing & Belonging	***Community, Rights & Online Safety***	***Critical Thinking, Rights & Responsible Choices***	***Transition to Independence***
Living in the Wider World • Hemisphere: South Asian students training • Appreciation vs appropriation • Black History Month: honouring our communities • Introducing AI • Ivy House Programme: soft skills **Health & Wellbeing** • PD questionnaire and negative thought patterns • Menopause awareness • Looking out for yourself and others: recognising when someone needs help and where to get it	**Relationships** • Bullying: advocating for yourself • Exploitation • Keeping yourself safe beyond school (Drop-Down Day, December) • Substance misuse (Drop-Down Day, December) • Online safety, porn and generative AI (Drop-Down Day, December) **Living in the Wider World** • Ivy House Programme • Interfaith & British values • Hate crimes and radicalisation (Prevent) • Misinformation, conspiracy theories and judging trustworthy information • Online safety: AI chatbots, fake intimacy and harmful advice • AI-generated sexual imagery **Health & Wellbeing** • Harm reduction: drug & alcohol awareness including vaping and nicotine pouches; drink spiking (Drop-Down Day, December)	**Relationships** • Honour-based abuse: forced marriage, FGM **Living in the Wider World** • Respectful disagreement 1 & 2 • Financial Literacy: budgeting & investing • Hemisphere: British Chinese students training • Gambling harms **Health & Wellbeing** • Study skills: getting prepared for mocks and importance of nutrition and sleep (screen free time before bed)	**Relationships** • Positive peer relationships survey **Living in the Wider World** • Careers & Next Steps: finance and accommodation • Careers & Next Steps: post-18 transitions **Health & Wellbeing** • Mock results reflection • Preparing for PPEs