Relationships and Sex Education and Physical Health and Mental Wellbeing Policy

This policy is effective in Babington Academy, part of the Learning without Limits Academy Trust

Associated Academy Policies:	Associated Trust Policies:
Behaviour Policy	Equality, Diversity and Inclusion (EDI) Policy
Child Protection and Safeguarding Policy	
SEND Policy	

Version: V4.2	**Status: LIVE**
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Version	Date	Author	Changes
V4.2	September 2026	MH/LC	Annual Policy review Clarification added at 6.2 as to how Trustees will monitor and evaluate impact of the policy. References to pupils changed to learners throughout. Text amended at various places to acknowledge that the way in which the school delivers RSE has previously been consulted upon. Template Policy approved by the Board of Trustee on the 16 September 2026
V4.2a	October 2026	DR/AMF	Localisation of information for Babington Academy

This document is a Trust wide policy which is approved by Trustees for use in all Trust premises. It is the responsibility of individual Academies to insert information into the document, where indicated, so that it is relevant to local circumstances and practice, whilst not removing any content contained within it, prior to the policy being noted by Local Governing Bodies.

In the case of the Relationships and Sex Education and Physical Health and Mental Wellbeing Policy the Local Governing Body of each Academy has the additional responsibility of ensuring an appropriate consultation with parents/carers was undertaken prior to its adoption.

Contents

1. Introduction 2

2. Statutory Requirements 3

3. Policy Development **4**
4. Aims and Objectives **4**
5. Definition of Relationships Education and Relationships and Sex Education (RSE) **5**
6. Roles and Responsibilities **5**
6.2. Board of Trustees 5
6.3. The Chief Executive Officer (CEO) 5
6.4. Local Governing Body 5
6.5. Principal 6
6.6. Designated Safeguarding Lead (DSL) 6
6.7. Wellbeing Subject Leaders 6
6.8. Staff 6
6.9. Parents/Carers 7
6.10. Learners 7
7. Curriculum **8**
8. Delivery of Relationships Education, RSE and Health Education **8**
8.5. Inclusivity 8
8.6. Use of resources 9
8.7. Use of External agencies and materials 10
8.8. Secondary Academies 11
9. Relationships Education and RSE: Curriculum and Outcomes **11**
10. Health Education: Physical Health and Mental Well-being **11**
11. Learners with Special Educational Needs and/or Disabilities **11**
12. Right to Request Withdrawal from Sex Education **12**
13. Confidentiality and Child Protection **12**
14. Equal opportunities **13**
15. Complaints **13**
16. Training **13**
17. Monitoring of this Policy **13**
18. Review **13**
19. Archived Policy Review Changes **14**
Annex 1 – Babington Academy RSE Curriculum **16**

1. Introduction

1.1. Babington Academy believes that in order to create a happy and successful adult life, our learners need to have the self-confidence to make informed decisions about their wellbeing, health and relationships. Relationships Education and Relationships and Sex Education (RSE) is about giving our learners the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. Health Education is giving

learners information to make well-informed, positive choices about their own health and wellbeing. The Trust recognises that physical health and mental wellbeing are interlinked, and it is important that our learners understand that good physical health contributes to good mental wellbeing, and vice versa.

1.2. The Academy has a responsibility under the Equality Act 2010 to ensure the best for all learners, irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, pregnancy, maternity, religion or sexual orientation. As a result, Relationships Education, RSE and Health Education will be sensitive to the different needs of individual learners and may need to adapt and change over time to reflect the needs of the particular cohort. The Academy may also take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting one group because of a protected characteristic.

1.3. The Academy is aware of the need to be mindful of and respectful to a wide variety of faith and cultural beliefs, and will make every attempt to be appropriately sensitive; equally it is essential that our learners still have access to the learning they need to stay safe, healthy and understand their rights as individuals. We believe that our learners deserve the right to honest, clear, impartial scientific and factual information to help better form their own beliefs and values, free from bias, judgement or subjective personal beliefs of those who teach them.

1.4. All teaching will be sensitive and age appropriate in approach and content. At the point at which the Academy considers it appropriate to teach learners about lesbian, gay, bisexual and transgender (LGBT), the Academy will ensure that this content is fully integrated into programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. The Academy will encourage wider learner awareness of LGBT.

1.5. The content of this policy has been previously consulted on with parents/carers, learners and staff to ensure that it meets the needs of the whole Academy community.

1.6. The policy will be reviewed annually and parents/carers will be consulted in advance should their be significant changes.

2. Statutory Requirements

2.1. As a secondary academy, we must provide RSE to all learners under section 34 of the Children and Social Work Act 2017.

2.2. In teaching RSE, we're 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.

2.3. We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (PSED) (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

3. Policy Development

3.1. This template policy has been developed by the Learning without Limits Academy Trust and Babington Academy has created tailored content which has previously been consulted upon with staff, learners, parents and carers from our Academy community.

3.2. This policy is written in response to the following documents:

- Relationships Education, Relationships and Sex Education and Health Education June 2019 (updated 2021)
- Keeping Children Safe in Education

3.3. The consultation and development process of RSE delivery involved the following steps

- **Review** – the Trust's Lead Governance Professional and Director of Education undertook a review of the template policy.
- **Staff consultation** – all staff at Babington Academy were given the opportunity to look at the approach to deliver RSE and make recommendations when tailoring the content.
- **Parent/stakeholder consultation** – parents/carers and any interested parties were invited to give feedback about the approach to delivering RSE
- **Learner consultation** – we investigated what exactly learners want from their RSE
- **Ratification** – following the initial review, amendments were approved by the Trust Board. This local version of the template policy, tailored to BabingtonAcademy, was adopted locally by the Local Governing Body.

3.4. A copy of this policy is available on the Academy website.

4. Aims and Objectives

4.1. Through the delivery of high quality, evidence-based and age-appropriate Relationships Education, RSE and Health Education, the Academy aims to help prepare learners for the onset of puberty, give them an understanding of sexual development and the importance of health and hygiene, create a positive culture in relation to sexuality and relationships and to ensure learners know how and when to ask for help and where to access support. By the end of their education the Academy hopes our learners will have developed resilience and feelings of self-respect, confidence and empathy in preparation for the responsibilities and experiences of adult life.

4.2. Relationships Education, RSE and Health Education are intended to help learners to:

- Build healthy, respectful relationships focusing on family and friends.
- Understand how to be healthy and be aware of potential risk areas (such as drugs and alcohol).
- Learn about intimate relationships and sex.
- Learn about mental wellbeing.
- Develop key personal attributes, such as kindness, integrity, generosity and honesty.

5. Definition of Relationships Education and Relationships and Sex Education (RSE)

5.1. RSE is lifelong learning about physical, sexual, moral and emotional development. It is about teaching sex, sexuality and sexual health in a way that gives learners the confidence to make sound decisions when facing risks and other challenges. It includes teaching about friendship, the importance of caring, stable and mutually supportive relationships with another person, and how to control and understand feelings that come with being in a relationship.

5.2. **RSE does not encourage early sexual experimentation.** It teaches learners to understand human sexuality and to respect themselves and others, to build self-esteem and understand the reasons for delaying sexual activity so that they can develop safe, fulfilling and healthy sexual relationships, at the appropriate time.

5.3. RSE will outline that there are different types of committed, stable relationships, the characteristics and legal status of other types of long-term relationships, the importance of marriage as a relationship choice and why it must be freely entered into, how relationships might contribute to human happiness and the their importance for raising children, as well as highlighting the roles and responsibilities of parents with respect to raising children, characteristics of successful parenting and how to judge when relationships have become unsafe as well as how to seek help or advice and report concerns about others.

6. Roles and Responsibilities

6.1. All members of the Academy community are expected to follow this policy. Roles, responsibilities and expectations are set out in detail below.

6.2. Board of Trustees

6.2.1. Trustees will monitor and evaluate the impact of the policy by reviewing learners' progress in achieving the expected educational outcomes, predominantly via the Education Standards Committee. They will hold the Chief Executive Officer and Principals to account for the implementation of the policy.

6.3. The Chief Executive Officer (CEO)

6.3.1. The CEO will ensure that Relationships Education, RSE and Health Education is taught consistently across the Academies within the Trust and will report back to the Board of Trustees on educational outcomes. They will ensure that senior staff receive regular professional development training in how to deliver Relationships Education, RSE and Health Education.

6.4. Local Governing Body

6.4.1. Local governors will review and monitor the application and implementation of this policy by receiving regular reports from the Principal on educational outcomes. Local governors will scrutinise relevant data, review any issues that might arise and act as a point of challenge for decisions taken by the Principal.

6.5. Principal

6.5.1. The Principal, with support from their Senior Leadership Team, will ensure that:

- Staff are supported and up to date with policy changes
- Relationships Education, RSE and Health Education is well led, effectively managed and well planned across various subjects (to avoid unnecessary duplication of topics)
- The quality of provision is subject to regular and effective self-evaluation.
- Teaching is age-appropriate, delivered in ways that are accessible to all learners with SEND
- Subjects are resourced, staffed and timetabled appropriately.
- Teaching delivered by any external organisation is age-appropriate and accessible for learners and will liaise with parents/carers regarding any concerns or opinions regarding Relationships Education, RSE and Health Education provision

6.5.2. The Principal will manage parental requests for withdrawal of learners from non-statutory, non-science components of Relationships Education, RSE and Health Education.

6.6. Designated Safeguarding Lead (DSL)

6.6.1. The Designated Lead at Babington Academy will be involved in areas of the curriculum that are safeguarding-related. They will advise staff of particular local issues which could be addressed in lessons. This includes advising subject leads regarding high quality local resources, and useful outside agencies. The DSL will also manage any safeguarding issues or disclosures which arise as a result of the RSE lessons.

6.7. Wellbeing Subject Leaders

6.7.1. The wellbeing subject lead will work closely with Academy leaders and staff at Babington Academy to:

- Develop a curriculum which support the needs of young people at the Academy
- Research, develop and provide resources for staff and learners
- Ensure that resources are appropriate for the age and maturity of learners
- Ensure teaching is delivered in ways that are accessible to all learners with SEND
- Provide training for staff
- Access appropriate training for the role

6.8. Staff

6.8.1. Teachers of Relationships Education, RSE and Health Education will ensure that:

- They are up to date with this policy and curriculum requirements regarding sex education.
- They attend and engage in professional development training.
- They deliver Relationships Education, RSE and Health Education in a sensitive way.

- Model positive attitudes to Relationships Education, RSE and Health Education.
- They respond to the needs of individual learners.
- They encourage learners to communicate concerns regarding their social, personal and emotional development in confidence, listen to their needs and support them seriously.
- They respond appropriately to learners whose parents/carers wish them to be withdrawn from the non-statutory components of Relationships Education, RSE and Health Education

6.8.2. If a learner comes to a member of staff with an issue that that member of staff feels they are not able to deal with alone, including if a child makes a disclosure, they will follow the Academy's safeguarding procedures and inform the Designated Lead for Child Protection and Safeguarding.

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

6.9. Parents/Carers

6.9.1. The Academy hopes to build a positive and supporting relationship with parents/carers through mutual understanding, cooperation and trust. We will work closely with parents/carers to ensure that they understand the purpose, content and benefits of the Relationships Education, RSE and Health Education curriculum.

6.9.2. We acknowledge that parents/carers are the prime educators of their children regarding Relationships Education, RSE and Health Education. We therefore expect parents/carers to share the responsibility of sex education and support their children's personal, social and emotional development. The Academy hopes parents/carers will create an open home environment where learners can engage, discuss and continue to learn about matters that have been raised through the Academy.

6.9.3. If parents/carers have concerns about the purpose of the curriculum and the teaching of Relationships Education, RSE and Health Education they should contact the Academy to arrange a meeting. If appropriate a meeting will also be held with the child to ensure that their wishes are understood. A record will be kept of the meeting.

6.10. Learners

6.10.1. Learners are expected to take Relationships Education, RSE and Health Education seriously. Learners are expected to listen, be considerate of other learners' feelings and beliefs, comply with class-set confidentiality rules and support one another with issues that arise during class. Learners who fail to follow these standards of behaviour will be dealt with under the Academy Behaviour Policy Babington Academy - Policies

7. Curriculum

7.1. We have developed our curriculum in consultation with parents/carers, learners and staff, and taking into account the age, developmental stage, needs (such as cultural and religious needs) and feelings of our learners.

7.2. At Babington Academy teaching will build on the knowledge acquired at primary and develop further learners' understanding of health, with an increased focus on risk areas such as drugs and alcohol, as well as introducing knowledge about intimate relationships and sex. Teaching will also focus on mental health and wellbeing.

7.3. If learners ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed.

7.4. We will share all curriculum materials with parents/carers on request.

7.5. Our RSE curriculum is set out in Appendix

8. Delivery of Relationships Education, RSE and Health Education

8.1. Relationships Education, RSE and Health Education will be delivered in a non-judgmental, factual way allowing scope for learners to ask questions in a safe environment. Teachers will tailor the delivery of Relationships Education, RSE and Health Education to meet the specific needs of the learners in that class, and to be responsive to their behaviour and development. Classes will explore different attitudes, values and social labels, and develop skills that will enable our learners to make informed decisions regarding sex and relationships as well as being able to differentiate between fact, opinion and belief and an understanding of the law on various topics. Learners will be taught the anatomically correct names for body parts, but slang or everyday terms used in certain social circles will be discussed; this will surround discussion about what is and isn't acceptable language to use.

8.2. We may amend our curriculum content to respond to the needs and context of our learners, to discuss issues affecting them in an age-appropriate manner. We will inform parents and carers of any deviation from our published policy in advance, and share any relevant materials on request.

8.3. These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of learners based on their home circumstances (i.e. families can include single-parent families, same-sex parents, families headed by grandparents, adoptive parents and foster parents/carers, among other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children, young carers or kinship carers).

8.4. We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal activity, such as violent action against people, criminal damage to property, or hate crime.

8.5. Inclusivity

8.5.1. When developing and delivering our RSE curriculum we will consider:

Representation

8.5.2. Diverse identities, representative of the local community and beyond, will be adequately represented in the curriculum materials, resources and examples used in RSHE lessons, promoting a positive understanding of different identities and relationships.

Cultural Sensitivity

8.5.3. We will be mindful that learners' lived experience, beliefs and cultural backgrounds vary widely, which impacts their experience of the curriculum. Learning will be planned to ensure everyone feels respected, valued and safe.

Accessibility

8.5.4. Learning will be adapted and scaffolded to ensure it is accessible to learners with different learning needs and levels of development. Teachers will regularly check for understanding, responding and adapting as necessary to ensure that all learners acquire appropriate knowledge and understanding of the RSE curriculum.

Language and Terminology

8.5.5. The language used in curriculum resources and delivery will be inclusive and affirming. Terms and concepts will be explained in a way that is easily understood and respectful of diverse perspectives.

Staff Training

8.5.6. Teachers will be suitably trained to deliver the RSE curriculum sensitively, ensuring they are they equipped to handle questions and discussions around diverse identities and experiences. Support from appropriately qualified and experienced staff, including DSLs, will be readily available if issues arise.

Safe and Inclusive Spaces

- Learners will be taught in a safe appropriate setting which could include:
- A whole-class setting
- Small groups or targeted sessions
- 1-to-1 discussion
- Digital formats

8.5.7. Learners will be explicitly taught how to engage in a way that keeps them and their peers free from distress. Learners to will be reminded of the various ways they can alert an adult if they do not feel comfortable before, during or after RSE lessons.

Seeking and responding to feedback

8.5.8. We will actively seek regular feedback from learners, families and staff, adapting the curriculum and its delivery when appropriate. We will be alert to less direct forms of feedback, making ongoing adjustments to the curriculum as required.

8.6. Use of resources

8.6.1. Staff will ensure that all resources used in the delivery of Relationships Education, RSE and Health Education are appropriate for the age and needs of their learners. Examples of these resources are included in the Annexes of this policy.

8.6.2. We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory Relationships Education, RSE and Health Education guidance
- Would support learners in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age and maturity of the learners
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to learners' experiences and won't provoke distress

8.7. Use of External agencies and materials

8.7.1. The Academy will work closely with external organisations to train staff, access specialist knowledge and enhance the delivery of Relationships Education, RSE and Health Education and the engagement of our learners.

8.7.2. We will make sure that an agency and any materials used are accurate, age and stage appropriate and unbiased and in line with our legal duties around political impartiality.

8.7.3. We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
    - Are age-appropriate
    - Are in line with learners' developmental stage
    - Comply with:
        - This policy
        - The Teachers' Standards
        - The Equality Act 2010
        - The Human Rights Act 1998
        - The Education Act 1996
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case--study materials and look for feedback from other people the agency has worked with
- Be clear on:
    - What they're going to say
    - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use

- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents/carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Inform all external organisations that the Academy is legally obliged to share all content with parents/carers
- Share all external materials with parents/carers

8.7.4. We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme
- Work with agencies who don't allow their material to be shared with parents/carers

8.8. Secondary Academies

8.8.1. In our Academy RSE will be delivered in Wellbeing (PHSA) and will build on the foundation of Relationships Education delivered in primary school.

9. Relationships Education and RSE: Curriculum and Outcomes

9.1. By the end of their secondary education we expect learners to know the information set out at Annex 2.

10. Health Education: Physical Health and Mental Well-being

10.1. The Academy wishes to promote learners' health and well-being by encouraging self-control, their ability to self-regulate and strategies for doing so. This will enable learners to become confident in their ability to achieve well and persevere even when they encounter setbacks or when their goals are distant, and to respond calmly and rationally to setbacks and challenges. The Academy believes that an integrated, whole-school approach to the teaching and promotion of health and wellbeing will have a positive impact on behaviour and attainment. Health Education will be delivered in science, computing, Physical Education (PE) and Wellbeing.

10.2. By the end of their secondary education we expect learners to know the information set out at Annex 4.

11. Learners with Special Educational Needs and/or Disabilities

11.1. The Academy will endeavour to ensure that Relationships Education, RSE, and Health Education is accessible for all learners. We are aware that some learners are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships

Education, RSE and Health Education may be particularly important for such learners, for example those with Social, Emotional and Mental Health needs or learning disabilities. Teaching will be sensitive, age-appropriate, developmentally appropriate, differentiated and personalised to meet the specific needs of learners at different developmental stages.

11.2. Staff will make reasonable adjustments to alleviate disadvantage faced by learners with disabilities and will be mindful of the SEND Code of Practice and the Academy's SEND Policy when planning for these subjects. Staff will use a variety of different strategies to ensure that all learners have access to the same information.

12. Right to Request Withdrawal from Sex Education

12.1. The Academy hopes that parents/carers will feel comfortable with, and understand the importance of, the education provided to their children as described in this policy.

12.2. Before withdrawing or making a request, the Academy strongly urges parents/carers to carefully consider their decision as sex education is a vital part of the school curriculum and supports child development.

12.3. Any parent/carer wishing to withdraw their child from the non-statutory components of sex education within RSE, they should put their request in writing and send it to Davinia Robinson, Wellbeing Subject Lead, who will arrange a meeting to discuss their concerns. Once those discussions have taken place, except in exceptional circumstances, the Academy will respect the parents' request to withdraw the child, up to and until three terms before the learner turns 16. After that point, if the learner wishes to receive sex education rather than be withdrawn, the Academy will make arrangements to provide the learner with sex education during one of those terms.

12.4. A copy of any withdrawal requests will be placed in the learner's educational record. The Principal will discuss the request with parents/carers and take appropriate action and provide the parents/carers with their decision in writing.

12.5. In exceptional circumstances, for example because of a safeguarding concern or a learner's specific vulnerability, the Principal can refuse a request to withdraw the learner from sex education.

12.6. If a learner is excused from sex education the Academy will ensure the learner receives appropriate, purposeful education during the period of withdrawal.

13. Confidentiality and Child Protection

13.1. The Academy hopes to provide a safe and supportive school community where learners feel comfortable seeking help and guidance on anything that may be concerning them about life either at school or at home. All teachers will receive training around confidentiality and should ensure that learners understand that they cannot offer unconditional confidentiality. If a child protection issue is disclosed to a member of staff, that member of staff should follow the Academy's Child Protection and Safeguarding Policy.

13.2. If a staff member is approached by a learner under 16 who is having, or is contemplating having sexual intercourse, the teacher should:

- ensure that the learner is accessing all the contraceptive and sexual health advice available and understands the risks of being sexually active.

- encourage the learner to talk to their parent/carer. Learners may feel that they are more comfortable bringing these issues to a teacher they trust, but it is important that children and their parents have open and trusting relationships when it comes to sexual health and the Academy will encourage this as much as possible.
- decide whether there is a child protection issue. This may be the case if the teacher is concerned that there is coercion or abuse involved. If a member of staff is informed that a learner under 13 is having, or is contemplating having sexual intercourse, this will be dealt with under child protection procedures.

13.3. Learners with special educational needs may be more vulnerable to exploitation and less able to protect themselves from harmful influences. If staff are concerned that this is the case, they should seek support from the Designated Safeguarding Lead to decide what is in the best interest of the learner.

14. Equal opportunities

14.1. Relationships Education, RSE, and Health Education will be delivered equally to both genders, normally in mixed classes. There are, however, certain topics that may be delivered in single sex groupings e.g. menstruation and personal hygiene.

14.2. The Academy has a commitment to ensure that Relationships Education, RSE and Health Education is relevant to all learners and is taught in a way that is age and stage appropriate. Learners are encouraged to openly and freely discuss diversity of personal, social and sexual preferences. Prejudiced views will be challenged, and equality promoted. Any bullying that relates to sexual behaviour or perceived sexual orientation will be dealt with swiftly and seriously in accordance with the Academy's Behaviour Policy.

15. Complaints

15.1. If parents have any concerns or complaints over the application or implementation of this policy they should raise their concerns with a staff member or the Principal in accordance with the Trust's Complaints Policy found on the Trust website.

16. Training

16.1. All teachers of RSE across the Trust will receive training on the delivery of RSE as part of their induction. Ongoing training will be included as part of the continuing professional development calendar. Teachers will also receive support and training from agencies outside the Academy e.g. Academy nurses or sexual health professionals.

17. Monitoring of this Policy

17.1. Overall monitoring of this RSE policy will be carried out by the Trust Board and the CEO. Individual Academy Principals will ensure that this policy is carried out. The delivery of RSE will be monitored through quality assurance procedures and our internal assessment procedures.

18. Review

18.1. The Trust Board has overall responsibility for the adoption, review and amendments of this policy and has delegated the approval of the academy versions to the respective Local

Governing Bodies. The Trust Board will review this policy yearly, or earlier if necessary, to comply with statutory DfE updates and amendments.

19. Archived Policy Review Changes

Version	Date	Author	Changes
V1.0	March 2020	KK	New Trust-wide version created
V1.1	March 2021	KK	Annual review – no text changes. Contents table added. Academy logos updated.
V1.2	February 2023	KK	Updated to include information regarding the legal requirements around political impartiality within the curriculum and when working with external organisations. Policy name updated from RSE Policy Relationships Education, Relationships and Sex Education Policy and Health Education
V2.0	September 2024	AE	Policy name changed from "Relationships Education, Relationships & Sex Education Policy and Health Education Policy". References to "child", "children", "student" or "pupil" updated to "learner(s)", where appropriate. Content has been updated to include Mental Wellbeing. Annexes have been replaced with Academy specific curriculum information. Policy approval at Trust Board meeting 26th April 2024.
V3.0	September 2025	AE/LC	Policy review inline with DfE guidance, as of 1st September 2026. Paragraph 2 Statutory Requirements added 7.1 added for clarity around curriculum development. 7.5 added regarding the sharing of curriculum materials with parent/carers on request. Paragraph 8. Delivery of Relationships Education, RSE and Health Education expanded. 8.3 and 8.4 added for clarity. 8.5 Inclusivity added for clarity. 8.7.1. updated to remove reference to the Academy remaining responsible for what is said to learners by external agencies. 8.4.3 replaced with 8.7.2 - 8.7.4 to add clarity and greater depth of information. Policy reviewed by the Education Standard Committee.
V3.1	September 2025	AE/LC	2.6 added in reference to the statutory requirement for learners attending alternative provision, to access high quality RSE. 8.5 Inclusivity updated in response to the new Ofsted framework, as of November 2025.

			Policy approved at Trust Board meeting 25th September 2025.

Annex 1 – Babington Academy RSE Curriculum

Year 7		Year 8		Year 9		Year 10		Year 11	
HT1 The Respect Programme		HT1 The Respect Programme (plus mental health)		HT1 The Respect Programme		HT1 The Respect Programme		HT1 Careers	
L1	Mental Health (Managing emotions)	L1	Positive and respectful online relationships	L1	Fake News	L1	Extremism and radicalisation	L1	Exploring post-16 choices
L2	How not to be a bystander	L2	Managing peer approval	L2	Clickbait	L2	Mental Health and Wellbeing throughout life	L2	Choosing your pathway
L3	Bystander behaviour	L3	Verbal bullying and banter	L3	Extremism	L3	Managing unwanted attention	L3	Choosing your pathway
L4	Bullying and peer on peer abuse	L4	Online bullying	L4	The extremism trap	L4	AI (generative AI and mis and disinformation)	L4	Preparing your application
L5	Peer Pressure	L5	Mental Health (Managing rumination and worry)	L5	Social media influence	L5	Managing misunderstandings	L5	Preparing your application
L6	Digital Deception (Motivations and Consequences - misinfo	L6	Mental Health (Managing tension and stress)	L6	Respect goes both ways	L6	Hate crime	L6	Extra personal statement lesson
L7	Digital Deception (Tackling Deepfakes)	L7	Mental Health (Managing strong emotions)	L7	Mental Health (Managing distractions)	L7		L7	
				Additional		Additional			
Additional:		Additional:		:		:		Additional:	
HT2 The Respect Programme		HT2 Substance Misuse		HT2 Substance Misuse		HT2 The Respect Programme		HT2 - Healthy Relationships and Health	
L1	Friendship	L1	Alcohol	L1	Alcohol and vaping	L1	Healthy ways to manage relationship feelings	L1	Introduction to SRE and Privacy in online relationships
L2	Managing changes in friendship	L2	Attitudes towards substance misuse	L2	Recreational drug use	L2	Thinking critically about misogyny - KS4	L2	Healthy Relationships including consent including strangulation and suffocation
L3	British Values	L3	Illegal drugs and the law	L3	The impact of drugs on the community	L3	Thinking critically about misogyny - KS4	L3	Sexual Health - contraception (this includes signposting to the C Card)
L4	Britishness	L4	Medicine Safety	L4	Substance misuse, choice, habit and addiction	L4	Womens safety	L4	Sexual Health - Unprotected sex and STI's (including the importance of sexual screening and examinations)
L5	Thinking critically about misogyny - KS3	L5	Tobacco, vaping and cannabis – part one	L5	Substances and emergency situations	L5	Different online behaviour	L5	Pregnancy, still birth and miscarriage- updated for 26.27 including pelvic floor
L6		L6	Tobacco, vaping and cannabis – part two	L6		L6	First Aid	L6	CSE
L7		L7		L7		L7		L7	Sexual Assault There is an extra L7 if particular classes need the lesson
								L8	Local health care system and the Gillick competence
Additional:		Additional:		Additional:		Additional:		Additional:	
HT3 - Health		HT3 Healthy Relationships and Health		HT3 Healthy Relationships and Health		HT3 Healthy Relationships and Health		HT3 - Healthy Relationships and Health	
L1	Mental Health (Managing distractions)	L1	Healthy and unhealthy relationships	L1	CSE and its impact (emotional wellbeing & making positive	L1	Healthy Relationships - what are they?	L1	Are you ready for a sexual relationship
L2	Mental Health and physical exercise	L2	Consent	L2	Healthy relationships & open communication (where to ga	L2	Challenges to healthy relationships.	L2	Pornography - Technology and consent
L3	Healthy eating - food and nutrition	L3	CSE and grooming	L3	Consent – giving and receiving of consent	L3	Relationships breakdown	L3	Indecent images and the dark web
L4	Immunisation and vaccination, blood, stem and organ donati	L4	Contraception – an introduction	L4	Contraception – what it is, why it is used and how is it used	L4	Families	L4	Importance of self-examination and smear tests (add about PCOS and endo)
L5	Personal hygience including dental health	L5	Sharing indecent images	L5	Consequences of unprotected sex (pregnancy & STIs)	L5	Sexual Health	L5	Fertility (added menopause)
L6	Personal hygiene - germs, infections and sleep	L6	Forced marriage	L6	Online relationships (have added sexting).	L6	Relationship Reality Check	L6	Mental Health (Changing thinking habits)
L7	Road safety (including bike safety)	L7		L7	Thinking critically about misogyny - KS3	L7	Pornograhy - Regulation	L7	Digital deception (what's the harm? - deepfakes)
L8	Water Safety							L8	Digital deception (what's can be done? - deepfakes)
						Additional:		L9	AI (chatbots)
Additional:		Additional:		Additional:		HT4 Healthy Relationships and Health		HT4	Personal Wellbeing
HT4 Healthy Relationships and Health (All new lessons for 26.27)		HT4 Healthy Relationships and Health		HT4 Healthy Relationships and Health		L1	Relationships including marriage and civil partnerships	L1	Mental Health (Seeking help and support)
L1	Rail safety - part 1	L1	Puberty - changing adolescent body	L1	Sharing indecent images and sexting	L2	Roles and responsibilities of parents	L2	Mental Health (Managing stress and tension - link to exams)
L2	Rail safety - part 2	L2	Puberty - menstrual cycle - gynaecological health (PCOS and endo)	L2	Honour based violence	L3	Forced marriage	L3	Stress mgt & revision tools
L3	Mental Health (Developing positive thinking habits)	L3	Loneliness	L3	FGM, hymenoplasty & virginity testing (will likely take 2 l	L4	Body image	L4	
L4	AI (daily lives)	L4	Healthy eating - processed and super processed foods	L4	AI (rights and experiences)	L5	Pregnancy, miscarriage and choices	L5	
L5		L5	Breast cancer and self-examinations	L5	Modern families - including common law marriages	L6		L6	
L6		L6	Body modifications	L6	Mental Health (disappointments and setbacks)	L7		L7	
L7		L7		L7	Mental Health (Unhealthy coping strategies)	Additional:		Additional:	
				L8	Mental Health (Healthy coping strategies)				
Additional:		Additional:		Additional:		HT5 Careers		HT4 - Personal Development and Wellbeing	
HT5 Healthy Relationships		HT5 Knife Crime - KS2 resources		HT5 CCE and Serious Crime		L1	Online searches - how this impacts your future career	L1	
L1	Introduction and Menstral cycle (Includes PCOS and endo)	L1	Keeping safe	L1	County Lines	L2	Being a researcher - the labour market	L2	
L2	Puberty	L2	Consequences of knife crime	L2	County Lines	L3	Being a researcher - the labour market	L3	
L3	Puberty 2 - Testicular/self-examination	L3	Laws on knife carrying	L3	CCE and Cuckooing	L4	Researching my future	L4	
L4	Types of relationships	L4	Communicating the impact of knife crime	L4	Young people and crime	L5		Additional:	
L5	FGM	L5	Gangs	L5		L6			
L6	Body Image	L6		L6		L7			
L7		L7		L7		Additional:			
Additional:		Additional:		Additional:		HT6 Financial harms and literacy (new topic)			
HT6 Citizenship - Story based topic (global citizenship)		HT6 Citizenship - Democracy		HT6 Financial harms (new topic)		L1	Making money online: Rights, risks and cryptocurrencies		
L1	What is a rescue agency?	L1	Local and central government	L1	Click and pay: Phones and financial risk	L2	Wanna bet? Controlled and uncontrolled online spending		
L2	Why do we need rescue agencies?	L2	Voting and the general election	L2	Gaming, social media and algorithms: The pressure to spe	L3	Financial exploitation online: Factors, strategies and support		
L3	Designing the camp and farming techniques	L3	COP: Climate Action	L3	Money matters: Seeking help and support	L4	Budgeting, bank accounts and payslips		
L4	Why can't we just look after our own?	L4	COP: Climate Action	L4		L5			
L5		L5		L5		L6			
L6		L6		L6		L7			
L7		L7		L7		Additional:			
Additional:		Additional:		Additional:					
34 lessons total		34 lessons total		34 lessons total		32 lessons total (32 due to first aid workshops and work experience week)		26 lessons total	