



THINKING SCHOOLS
ACADEMY TRUST

Brixham College

Relationships & Sex Education (RSE)
and Health Education

September 2026

Educational Strategy Team

Relationships & Sex Education (RSE)

and Health Education

Trust Expectations and Principles (TEP)

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Trust Expectations and Principles (TEP)

Why do we have this Trust Expectations and Principles document (TEP)?

A TEP provides a coherent framework of educational policies, toolkits and resources that constitutes a cognitive education model designed to maximise our success in transforming life chances for all.

Every school local policy must be underpinned by reference to these Trust Expectations and Principles, which outline implementation and delivery. These will include

1. The threshold of expectation
2. Enhanced monitoring

Please note that for Relationships & Sex Education and Health Education there is no enhanced policy, as all expectations are core.

Who does this TEP apply to?

This TEP applies to all individuals and entities who engage with or are impacted by the Thinking Schools Academy Trust operations.

What is the Trust's Education Strategy?

The Trust's education strategy is informed by the 'MADE' framework, that outcomes are MADE by our mission to:



- **Motivate all;** ensure our students have the best support, encouragement and guidance to achieve strong outcomes and transform their life chances
- **Analyse & Act;** use quantitative and qualitative data effectively to drive strong outcomes and thus transform life chances
- **Decide & Drive;** support strong leaders to deliver strong outcomes that will transform life chances
- **Educate All;** ensure all schools have a strong cognitive education provision, to support all learners to achieve strong outcomes that will transform their life chances.

This TEP sits under the **Motivate All** strand of the MADE framework.

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Trust Core TEP

1. Relationships & Sex Education and Health Education Strategy and Rationale

A planned programme of Relationships & Sex Education and Health Education activities is a vital component in preparing young people for the world beyond [school name]. We aim to prepare our students to be fully confident adults when they leave education. Through relationships & sex education and health education we prepare our young people so that they are confident in relationships, managing their health and to understand budgeting and basic money matters.

[school name] is committed to providing its students with a planned programme of relationships & sex education and health education for all students in EYFS to Year 6 or Years 7-11/13, information, advice and guidance that is impartial and confidential and prepares students for the challenges of adulthood.

2. Aim

Relationships & Sex Education and Health Education is crucial in order to meet the skills, knowledge and understanding needed by each student. The staff and governors at [school name] recognise that is not limited to one stage in life. For this reason, relationships & sex education and health education aims to develop personal development skills which students can draw on at each stage in their lives. Our relationships & sex education and health education programmes follow the statutory guidance for implementation from September 2026 as laid out in this document: Relationships Education, Relationships and Sex Education and Health Education guidance

3. Delivery and Content

Relationships & Sex Education and Health Education is provided through an embedded spiralized programme to provide informative guidance to assist in the development of students. The curriculum is delivered through assemblies, taught lessons and workshops from both school staff and guest speakers. Advice and guidance is signposted to students with additional support materials available in the school library. The curriculum should be reviewed regularly by the Head of RSE / PSHE and the DSL to ensure that the curriculum is meeting local needs.

The following information will be available on the school's website:

- Name and contact of the Relationships & Sex Education and Health Education lead (more commonly the Head of PSHE)
- Name of the Governor who has strategic oversight of the programme.
- A summary of the programme including which topics are taught in each year group.
- A copy of the school's RSE policy.

4. Student Entitlement

All students are entitled to the full statutory relationships & sex education and health education curriculum as detailed here: Relationships Education, Relationships and Sex Education and Health Education guidance.

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5. Policy

Before the 2026 curriculum comes into operation, the statutory RSE policy should be updated as follows:

The subject content taught in each year group / key stage.

RSE is delivered through a **spiralised PSHE curriculum across Years 7–11**, structured into key strands:

- Relationships
- Sex and sexual health
- Mental wellbeing
- Physical health
- Online safety and digital wellbeing
- Personal safety and risk

Content is carefully sequenced to build progressively across Key Stages 3 and 4.

Key Stage 3 (Years 7–9)

Pupils develop foundational knowledge and skills, including:

- Friendship and healthy relationships (e.g. *What makes a good friend*)
- Puberty and menstrual health
- Personal boundaries and consent
- Online safety (e.g. *Online risks, deepfakes, sharing nudes*)
- First relationships and influence (*pressure and intimate relationships*)
- Mental health, bereavement and self-esteem
- Risk awareness (e.g. drugs, exploitation, county lines)

Key Stage 4 (Years 10–11)

Pupils deepen understanding and apply knowledge to real-life contexts:

- Consent, coercion and abusive relationships (*coercive behaviour, domestic abuse*)
- Sexual health (*STIs, contraception, fertility, pregnancy*)
- Influence of pornography and harmful sexual behaviours
- Misogyny, victim blaming and gender-based harm
- Online harms including AI, deepfakes and exploitation
- Risk management (*spiking, festivals, knife crime awareness*)
- Accessing health services and support

Additional learning is delivered through:

- **Flexible Learning Days (FLD)** covering consent, contraception, pornography, sexual health and safety
- Assemblies and thematic events

This ensures pupils revisit key themes and develop **increasingly sophisticated understanding over time**.

The staff responsible for teaching the subject content (including external providers)

RSE is delivered by:

Teaching staff through the **tutor/Values programme**

- The **Values lead and trained staff** for specialist topics

External trained staff may include:

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- School nurse / health professionals
- External safeguarding or health specialists

All external providers:

- Are **fully vetted and quality assured**
- Deliver content aligned with the school curriculum
- Work under supervision of school staff
- Follow safeguarding procedures

The lead member of staff responsible for overseeing the curriculum.

The **College Values Lead** is responsible for:

- Designing and sequencing the curriculum
- Ensuring statutory compliance (2026 guidance)
- Monitoring quality and impact
- Supporting staff delivery

They work closely with:

- Senior Leadership Team
- Designated Safeguarding Lead (DSL)

How the curriculum and lessons will be quality assured.

The curriculum is quality assured through:

- Mapping against statutory RSE guidance
- Regular curriculum review and updates
- Lesson observation and learning walks
- Work scrutiny (where appropriate)
- Pupil voice and surveys
- Staff feedback and CPD
- Safeguarding data review

This ensures the curriculum remains:

- Accurate
- Age-appropriate
- Responsive to emerging issues (e.g. AI, incel culture, online harms)

How the curriculum will meet the local context.

The curriculum reflects the **needs and risks relevant to Brixham College and the local community**, including:

- Online harms and digital culture (*deepfakes, sharing explicit content*)
- Exploitation risks (*grooming, county lines, criminal exploitation*)
- Substance misuse (*drugs, vaping, alcohol safety*)
- Community safety (*festivals, events, public risk awareness*)

The College Values lead and Designate Safeguarding team work closely to adapt Curriculum content:

- Address **local safeguarding priorities**
- Respond to **emerging pupil needs and trends**

Differentiation between religious and sex education.

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The curriculum distinguishes between:

Relationships Education (statutory)

- Friendships, family and respectful relationships
- Consent, boundaries and communication
- Online relationships

Health Education (statutory)

- Mental and physical health
- Puberty and wellbeing
- First aid and self-care

Sex Education (right to withdraw applies)

- Sexual health (STIs, contraception)
- Pregnancy and fertility
- Pornography and sexual behaviour

Only the **sex education elements** are subject to withdrawal.

Religious Education (Statutory)

ADD

An explanation of the parent right of withdrawal from some or all of the sex education that is delivered as part of the statutory RSE.

Parents have the right to request withdrawal from **sex education elements** of RSE.

Process:

- Parents must submit a **written request** explaining the reason
- A meeting will be held with the **Headteacher and College Values Lead** to:
 - Discuss concerns
 - Explain curriculum content
 - Outline the potential **risks of withdrawal**, including:
 - Social and emotional impact
 - Risk of misinformation from peers

Legal position

- Primary: withdrawal must be granted (except science content)
- Secondary: headteacher may refuse in **exceptional safeguarding circumstances**
- Pupils can opt back in **3 terms before age 16**

Important

Parents cannot withdraw from:

- Relationships Education
- Health Education
- Science curriculum (including reproduction and puberty)

An explanation of how teachers will answer questions about sex education from which a child has withdrawn.

Teachers will:

- Provide **factual responses** where appropriate
- Avoid delivering **restricted sex education content**
- Encourage discussion with parents/carers
- Signpost support services if needed

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All responses will reflect:

- Safeguarding responsibilities
- Professional judgement

An explanation of how parents can see the curriculum materials.

Parents can:

- Access curriculum overviews via the school website
- Request to view lesson materials and resources
- Attend consultation or information sessions

The school ensures **full transparency**

An explanation of how the content will be made accessible to all pupils including those with SEND.

RSE is inclusive and accessible to all pupils.

Delivery includes:

- Adaptive teaching approaches by tutors who know individual students well.
- Teaching staff with specialist training to support with subject knowledge
- Students with access to the Harbour provision taught and supported by SEND team in reduced class sizes and using adaptive teaching based on need.
- Adapted materials and resources including Thinking Maps and Hats
- Visual and structured learning
- Additional support where required

This ensures all pupils can:

- Understand key content
- Engage safely

Where students are on reduced timetables, provisions are put in place to ensure there is no missed learning. For example, timetabled to be in school during the delivery of Values lessons, use of intervention groups (both internal and external) to support understanding of key topics, working with the Wellbeing team to support with delivery to vulnerable students.

An explanation of how the policy was produced, who approves the policy and when it will be reviewed.

This policy was developed by the **Personal Development Lead and College Values Lead**, in consultation with:

- Senior leaders
- Staff
- Parents/carers
- Governors

It is approved by:

- Governing Body / Trust Board

The policy will be:

- Reviewed annually
- Updated in line with statutory guidance

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The RSE policy should be written in conjunction with the other relevant policies such as Bullying; Behaviour; Equality and Safeguarding.

6. Consultation

As part of the RSE policy, a consultation process should taking place as follows:

- Students are given the opportunity to share their views on appropriateness of curriculum materials.
- Students are given the opportunity to share their views on the appropriateness of curriculum content for each year group / key stages.
- Parents are given the opportunity to share their views on appropriateness of curriculum materials.
- Parents are given the opportunity to share their views on the appropriateness of curriculum content for each year group / key stages.
- School staff including pastoral, teachers and safeguarding are given the opportunity to share their views on appropriateness of curriculum materials.

School staff including pastoral, teachers and safeguarding are given the opportunity to share their views on the appropriateness of curriculum content for each year group / key stages.

7. Staff CPD

All members of staff involved in delivering relationships & sex education and health education should have the opportunity to take part in regular CPD to ensure that their knowledge of the curriculum is up to date.

8. Governors

There will be a lead member of the governing body who will take a leading role in relationships & sex education and health education, supporting the RSE / PSHE lead to ensure that the programme has explicit backing of governors and leaders and that it is linked to the whole school development plan. This person will be named on the school's website in the RSE policy. The PSHE lead should provide a regular updates on the impact of the careers programme to the Governor careers lead.

9. Monitoring and Evaluating Impact

Relationships & Sex Education and Health Education should be monitored as part of the school's quality assurance programme, through drop ins / learning walks; book looks and both student and staff voice. The curriculum should be reviewed on a regular basis.

Responsibilities of Headteachers & Regional Directors

Headteachers are responsible for:

- Managing the effectiveness of the TEP for the posts within their structures
- Establishing effective communication and collaboration within their school and region
- Working with their teams to create local policies which adhere to the TEP and ensure its

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effective delivery.

- Effective implementation, monitoring and evaluation of the impact of the TEP and associated policy within their school.
- Ensuring all staff are clear on expectations of this TEP, the local policy and the school's principles.

Toolkits available

- Statutory PSHE 2026 Audit
- PSHE Association (Engaging with Parents; Quality Assuring PSHE and Writing Policies)

Specialist QA support

- A review of the Personal Development framework can be conducted by a member of the EST, within which Relationships & Sex Education and Healthy Lifestyles sits
- Specific support for Relationships & Sex Education only can also be conducted by a member of the EST

Equality Statement and Assessment

We are committed to being an inclusive employer enabling all staff to feel a sense of belonging.

We commit to ensuring our policies are inclusive by nature, are of benefit, accessible and understood by all staff. As a minimum we ensure our policies and practices comply with the Equality Act 2010 but we are committed to go beyond our minimum requirement of equality legislation.

Our policies aim to reduce and remove inequalities and barriers and create opportunities to maximise positive impacts on our staff, fostering greater social cohesion and greater participation in public life.

Through our actions we recognise, appreciate and value difference treating everyone fairly and seeking to embed a culture of equality, diversity and inclusion across our Trust which delivers the best outcomes for the diverse society in which and for whom we work. We are committed to undertake an equality impact assessment on all relevant policies.

Related Policies

The TSAT Safeguarding Policy