

Liverpool College

PSHE and Relationships and Sex Education (RSE) Policy



Mission Statement

Liverpool College values the dignity of each individual and promotes the development of character and learning through a commitment to high standards within a caring community.

Core Values

We recognise that all pupils have different talents and strive to ensure that every pupil has an equal opportunity to find and develop the talents they do possess

We believe that the development of character, creativity intellect and spirituality, are the primary aims of education.

We work together to create a happy and caring school community which is engaged in our local community and the wider world

We pursue high standards in every area of school life

This is a whole college Policy and applies to the Primary and Secondary Phase as well as Boarding, Breakfast Club, and after school activities



Approved Date	29.06.26
Review Date	29.06.28
Principal	 Mrs A Haynes

Relationships and Sex Education (RSE) Policy

Introduction

This policy covers Liverpool College's approach to Personal, Social and Health Education (PSHE) including Relationships and Sex Education (RSE).

Our PSHE Programme aims to help and support young people through their physical, emotional and moral development. The College programme is firmly embedded in our LC+ Curriculum and is designed to help young people learn to respect themselves and others and move with confidence from childhood, through adolescence and into adulthood. This is underpinned by the College's Core Values.

Relationships and Sex Education involves lifelong learning about physical, moral and emotional development, and the understanding of the importance of commitment for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health.

Aims of PSHE and RSE

The aims of PSHE, including RSE, at Liverpool College are to:

- Prepare pupils for the opportunities and responsibilities of adult life
- Promote moral, social, mental and physical development
- Cultivate positive characteristics including resilience, self-worth, self-respect, honesty, integrity, courage, kindness and trustworthiness
- Prevention of harms by helping young people understand and identify when things are not right
- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Develop skills of assertiveness and communication, and explore feelings and attitudes such as love, anger, trust, respect, sadness and grief
- Help pupils to recognise the unique nature of each individual and encourage them to understand the importance of loving relationships based on mutual respect
- Help pupils recognise their sexual nature as a part of their personality which determines what a person is and not what they can do
- Reassure pupils that sexual development is a normal part of growing up.

Statutory requirements

As an all through Academy, the College must provide relationships education to all pupils as per section 34 of the Children and Social Work Act 2017.

Although we do not have to follow the National Curriculum, we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

In teaching RSE, we are 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.

At Liverpool College we teach PSHE and RSE as set out in this policy.

Definition of Sex Education

Sex Education is learning about the physical, social, legal and emotional aspects of human sexuality and behaviour, including human reproduction. At Secondary level, this includes conception and contraception, safer sex, sexually transmitted infections and sexual health. At a Primary level, this is best defined as how babies are made and born (reproduction and birth).

RSE is not about the promotion of sexual activity.

Curriculum

Our curriculum is published on our website. Changes may be made to reflect the ongoing and changing needs of our pupils.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are informed and to avoid them seeking answers online.

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 for example single parent families, LGBT 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)

Primary Curriculum

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

Within the primary phase, Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Online safety and awareness
- Being safe

The Health Education at Primary level includes:

- General wellbeing
- Wellbeing Online
- Physical Health and Fitness
- Healthy Eating
- Health Protection and Prevention (including drugs, alcohol, tobacco and vaping)
- Personal Safety
- Basic First Aid
- Developing Bodies

Secondary Curriculum

Sex Education at Secondary includes:

- Conception and contraception
- Sexuality
- Safer Sex
- Pornography
- Sexual Harassment and Abuse
- Sexual Health, including Sexually Transmitted Infections.

These topics are taught with an age appropriate level of detail.

At Secondary level, statutory RSE includes teaching on:

- Families
- Respectful relationships, including friendships
- Online Safety and Awareness
- Being safe
- Intimate and sexual relationships, including sexual health

Health Education at Secondary includes teaching on:

- Mental wellbeing
- Wellbeing online
- Physical Health and fitness
- Health Eating
- Drugs, Alcohol, Tobacco and Vaping
- Health Protection and Prevention and Understanding the Health Care System
- Personal Safety
- First Aid
- Developing Bodies

Delivery of PSHE and RSE

PSHE and RSE is taught within our LC+ Personal Development (PD) programme. The LC+ Personal Development Programme is embedded in the timetable and taught by class teachers, form tutors and outside speakers from professional related agencies. The biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE/RS).

We create a safe and supportive learning environment when we deliver PSHE to our pupils. We establish ground rules with all classes based on mutual respect and ensure that our vulnerable pupils receive appropriate support from staff. We promote the needs and interests of all pupils, irrespective of sex, culture, ability or personal circumstance. Our teaching takes into account the age, ability, readiness and cultural backgrounds of children to ensure that all can appropriately access PSHE education and provision.

We promote the needs and interests of all pupils, irrespective of any protected characteristics (as outlined in the Equality Act 2010)

Teaching will take into account the age, ability, readiness and cultural backgrounds of children, including those with EAL, to ensure that all can fully access PSHE education provision. We promote diversity and

inclusion and expect our pupils to consider the needs and sensitivity of others. We will use PSHE education as a way to address diversity issues and to ensure equality for all.

Pupils with SEND may be more vulnerable than their peers to a range of issues. We recognise the right for all pupils to have access to PSHE learning which meets their needs, and the particular vulnerabilities pupils with SEND experience. We will ensure that all pupils with SEND receive access to PSHE by adapting teaching for different needs while maintaining ambition and full access to the curriculum. We will not exclude access to PSHE for any pupil by withdrawing them from PSHE lessons to receive additional academic support. Our PSHE curriculum is ambitious for all pupils.

Teachers will use baseline assessments and end of unit formative assessments embedded into lessons to assess the knowledge and understanding of pupils at all stages. We celebrate the success of our pupils in the LC+ Diploma which includes engagement in PSHE lessons and this is reported to parents at Progress Points and at the Diploma Awards Ceremony in Secondary.

Roles and responsibilities

The Governing Body

The Governing Body will approve the RSE policy, and hold the Principal to account for its implementation.

The Principal

The Principal is responsible for ensuring that PSHE and RSE is taught consistently across the College.

The Vice Principal: Primary and Assistant Principals

The Vice Principal: Primary and Assistant Principal: Safeguarding and Pupil Wellbeing are responsible for managing requests to withdraw pupils from non-statutory/non-science components of RSE. See section on parents' right to withdraw.

Staff

The staff are responsible for:

- Delivering PSHE and RSE in a sensitive way
- Modelling positive attitudes to PSHE and RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE.
- Answering pupils' questions clearly, honestly and in a way that is age-appropriate. It may not be possible to answer all questions immediately and these can be "parked" and returned to at an appropriate time.
- Allowing pupils to raise anonymous questions in an age-appropriate way e.g. a question box
- Working with colleagues to seek help and support to address issues when necessary
- Responding to safeguarding issues according to the College's Child Protection Policy
- Staff who have concerns about teaching RSE are encouraged to discuss this with their line manager.

Staff with specific responsibility for RSE

Overall College responsibility: Principal

Primary School responsibility: Vice- Principal: Primary

Primary PSHE Subject Lead

Secondary School responsibility – Assistant Principal: Safeguarding and Pupil Wellbeing

Sixth Form Co-ordinator – Assistant Principal: LC+

Pupils

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

We recognise that PSHE and RSE lessons may prompt pupils to make a disclosure to staff which may be a safeguarding concern. Teachers will follow our Child Protection Policy if they have any concerns about a child as a result of a disclosure in or following a PSHE lessons.

Parents' Right to Withdraw

Within the primary phase:

Parents/carers do not have the right to withdraw their children from relationships education.

Parents/carers have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix I of this policy and addressed to the Vice-Principal: Primary.

Alternative work will be given to pupils who are withdrawn from sex education. Parents/carers will be given the resources used in lessons and asked to cover the material in their own way and at a time they deem suitable.

Within the secondary phase

Other than in exceptional circumstances, parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix I of this policy and addressed to the Assistant Principal, Safeguarding and Pupil Wellbeing via the relevant Chapter Administrator.

A copy of withdrawal requests will be placed on the pupil's educational record. The Dean will discuss the request with parents and take appropriate action. After discussion, if the parents still want their child to be withdrawn, parents/carers will be given the resources used in lessons and asked to cover the material in their own way and at a time they deem suitable.

Onsite, alternative work will be given to pupils who are withdrawn from sex education.

We will inform parents of this right to withdraw on an at least annual basis.

Training

Staff are trained on the delivery of PSHE and RSE as part of their induction and it is included in our continuing professional development calendar.

The Senior Leadership Team will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

Stakeholder Engagement: Parents, Pupils, Staff and Governors

Parents are informed about the PSHE Policy through the College website and regular communications with families through the MCAS system. We are committed to openness and transparency with parents and seek to work closely with families to ensure they are aware of what is being taught and resources used. We have provided an overview of our Scheme of Work to parents in the Appendix of this policy and additional resources can be viewed in school upon request. Governors contribute to the PSHE policy and are kept informed about the curriculum. Pupil voice is used to review and tailor our PSHE programme to match the different needs of pupils.

Monitoring arrangements

The delivery of PSHE and RSE is monitored by the Senior Leadership Team and the Deans through the College's Monitoring, Evaluation and Review (MER) cycles and can include lesson observations and scrutiny of pupil work. This gives teachers the opportunity to critically reflect on their work in delivering PSHE.

Subject Leads will report to the Principal and Governors on the effectiveness of the PSHE and RSE curriculum and the policy and programme may be adapted in light of this.

This policy will be reviewed every two years by Mrs Haynes (Principal). At every review, the policy will be approved by the Governing Body

Related Policies and Documents

Related Policies

CP02 Anti- bullying
PD07 Behaviour Management Policy
CP01 Child Protection
HS05 Drugs Education
EO02 Equal Opportunities
TL06a Special Educational Needs and Disabilities
TL01 Teaching and Learning
TL02 Curriculum
CP10 Online Safety

Guidance

Government guidance on RSE 2025.

https://assets.publishing.service.gov.uk/media/6970e7e67e827090d02d42e0/Relationships_education_relationships_and_sex_education_RSE_and_health_education_for_intro_1_September_2026_.pdf

Appendix I:

Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	