



MERCHANT TAYLORS'
OXFORDSHIRE
ACADEMY TRUST



Aylesbury
UTC

RELATIONSHIPS AND
SEX EDUCATION
POLICY

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**AUTC Local
Governing Body**

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1. Aims

The aim of relationships and sex education (RSE) at Aylesbury UTC is to:

- Provide a framework in which sensitive discussions can take place.
- Deliver education including but not limited to: sex, sexuality, sexual health, relationships and gender identity delivered in an age appropriate and inclusive manner.
- Give students an understanding of sexual development and the importance of health and hygiene.
- Help students develop feelings of self-respect, confidence and empathy.
- Create a positive culture around issues of sexuality and relationships.
- Teach students the correct vocabulary to describe themselves and their bodies.

RSE at Aylesbury UTC is set in the context of the whole school approach in supporting students to be safe, happy, and prepared for life beyond the UTC in line with the UTC's vision and ethos.

2. Statutory Guidelines

It is a requirement for all secondary age students (Years 9, 10 and 11). At Aylesbury UTC we must provide RSE to all pupils under section 34 of the **Children and Social Work Act 2017**.

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**.

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. Definition

RSE is concerned with the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information and exploring issues and values. RSE is not about the promotion of sexual activity. The aim of RSE is to give young people the information they need to develop healthy, nurturing relationships of all kinds, not just intimate

relationships. It should provide insight and enable young people to identify healthy relationships (friends, colleagues, peers and/or committed relationships, including marriage).

RSE provision covers information detailing contraception, developing intimate relationships, and resisting peer-group or partner pressure to have sex. RSE teaches students what is acceptable and unacceptable behaviour in relationships. Students are taught awareness and tolerance of other beliefs, religions and sexualities on the topics of sex, relationships and health.

4. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary. When developing the curriculum, we took into account 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 they are fully informed and don't seek answers solely online.

The RSE programme at Aylesbury UTC is an integral part of our whole school personal, social, health and economic (PSHE) provision. This is delivered by all form tutors during period 1 every Friday.

Form tutors are uniquely placed to tailor the content of the RSE programme to suit the needs of the students within their form.

RSE is delivered within a timetabled programme of PSHE education including, but not limited to, mental health, online safety, family and relationships etc. RSE provision delivered by form tutors is supplemented by assemblies presented by members of the extended leadership team, senior leadership team, pastoral specialists, and external agencies.

The RSE scheme of work is planned following national guidance. The curriculum is delivered in a non-judgemental and factual manner, providing students the freedom to ask questions absent of worry or fear of judgement from peers/staff.

5. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum. 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 relationships
- Online relationships
- Being safe

- Identifying healthy relationships (friends, colleagues, peers and/or committed relationships, including marriage)
- Contraception, developing intimate relationships, and resisting peer-group or partner pressure to have sex
- Acceptable and unacceptable behaviour in relationships.
- Awareness and tolerance of other beliefs, religions and sexualities on the topics of sex, relationships and health
- Consent

For more information about our RSE curriculum see Appendix 1.

These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBTQ+ parents, families headed by grandparents, adoptive parents, foster parents and 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).

Teachers will make sure that pupils understand the importance of equality and respect, and learn about the law relating to the protected characteristics, as set out in the Equality Act 2010, by the end of their secondary education. The curriculum is designed to focus on pupils of all gender identities and expressions, and activities will be planned to make sure all are actively involved.

Throughout each year group we will use appropriate material to assist learning, such as:

- Diagrams
- Videos
- Books
- Games
- Discussions and practical activities

Teachers will make sure that all pupils' views are listened to, and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the age of the pupils.

The programme will be designed to focus on boys as much as girls, and activities will be planned to make sure both are actively involved.

The school will make sure that all teaching and materials are appropriate for the ages and needs of the pupils including any additional needs, such as special educational needs and disabilities (SEND).

It is important for secondary pupils to know what the law says about certain topics covered in RSE, particularly in relation to the law and young people. This will help pupils identify what is right and wrong, and can provide a foundation of knowledge for deeper discussion. These topics include, but are not limited to:

- Marriage, including forced marriage and civil partnerships
- Consent, including the age of consent
- Domestic abuse, stalking, rape, sexual offences, female genital mutilation (FGM), 'virginity testing' and hymenoplasty
- Sexual abuse, harassment and exploitation, including public sexual harassment and harmful sexual behaviour

- Online behaviours including image and information sharing (including sexual imagery, youth-produced sexual imagery and including AI-generated sexual imagery and deepfakes). Pupils should understand the law about online sexual harassment and online sexual abuse, including grooming and sextortion
- Pornography
- Abortion
- The protected characteristics
- The age of criminal responsibility

We may amend our curriculum content to respond to the needs and context of our pupils, 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.

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children 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 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).

Across our school, 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.

5.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
 - Safe and supported
 - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats
- Give careful consideration to the level of differentiation needed

5.2 Use of resources

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings

- Are age-appropriate, given the age and maturity of the pupils
- 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 pupils' experiences and won't provoke distress

We will make sure that when we consult parents/carers we provide examples of the resources that the school plans to use.

6. Use of external organisations and materials

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.

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 pupils' 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 and 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 school is legally obliged to share all content with parents and carers
- Share all external materials with parents and carers

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 and carers

7. Roles and Responsibilities

7.1 Governors

The governors have delegated approval of the RSE policy to the Principal. The Principal is held to account for its implementation.

7.2 Principal

The Principal is responsible for ensuring that RSE is taught consistently across the UTC and for managing requests to withdraw students from some or all of the components of sex education within RSE components of RSE (see section 8).

7.3 Teaching staff

Teaching staff are responsible for:

- Delivering RSE in a sensitive way.
- Modelling positive attitudes to RSE.
- Monitoring progress.
- Responding to the needs of individual students.
- Responding appropriately to students whose parents wish them to be withdrawn from the Sex Education components of RSE.
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the school's designated safeguarding lead (DSL)

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 Deputy Principal (Pastoral).

7.4 Students

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

8. Parents' Right to Withdraw

Parents have the right to withdraw their children from some or all of the components of sex education within RSE up to and until three terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the UTC will arrange this. Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the Principal. A copy of withdrawal requests will be placed in the student's educational record.

The Principal will discuss the request with parents and take appropriate action. Before granting any such request, the Principal (or programme coordinator) will discuss the request with the parents and, as appropriate, with the child in order to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. Alternative work will be given to students who are withdrawn from sex education.

9. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar. The Principal and/or Assistant Principal will also invite visitors from outside the UTC, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

10. Monitoring Arrangements

At Key Stage 4 and 5 the delivery and implementation of RSE is monitored by the Assistant Principal Pastoral through the following means:

- Teachers will critically reflect on their work in delivering RSE through anonymous student survey feedback on the content delivered.
- Students will have opportunities to review and reflect on their learning during lessons and provide anonymous feedback on content they would like to learn more about.
- Teachers who deliver RSE are observed by Principal and/or Assistant Principal Pastoral and feedback is delivered.
- Student development in RSE is monitored by class teachers as part of our internal assessment systems.

11. Special Educational Needs and Disabilities (SEND)

RSE must be accessible for all students. RSE provision is differentiated appropriately to ensure the content is accessible for all students, including those with SEND. RSE provision is delivered in a sensitive manner, age and developmentally appropriate.

All lessons are planned to ensure all students are suitably challenged.

12. Safeguarding and Child Protection

Staff are aware that effective RSE teaching, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue.

If a disclosure is made to staff, or if staff have any safeguarding concerns, they will notify the Designated Safeguarding Lead (or, in their absence, the Deputy Safeguarding Lead) and follow the procedures set out in the UTC's Safeguarding and Child Protection Policy and Procedures.

Visitors/ external agencies which support the delivery of RSE will be required to complete a DBS check before arrival on the UTC premises.

13. Equality

Aylesbury UTC will ensure the needs of all students are appropriately met and that all students understand the importance of equality and respect.

This policy will be reviewed by the Assistant Principal (Pastoral) annually and may be subject to change according to contextual needs or current concerns. At every review, the policy will be approved by the Principal.

Appendix 1 – Curriculum Map

Year 10 RSE Overview	
Half Term	In this unit of work, students learn the following:
<p>Autumn 1</p> <p>Health & Wellbeing / Healthy Relationships</p>	<p>Mental Health / Healthy Relationships</p> <ul style="list-style-type: none"> • How to manage challenges during adolescence • How to reframe negative thinking • Mental health and ill health, stigma, safeguarding health, including during periods of change • Strategies to promote mental health and emotional wellbeing • Respecting differences and LGBTQ+, sexual orientation and gender identity are discussed • How to access support • Discussion surrounding the portrayal of mental health in the media • How to challenge stigma, stereotypes and misinformation • Body image and self-perception • Conception and discussions of healthy relationships • Explore and appreciate what makes us similar or different in society
<p>Spring 1</p> <p>Relationships / Rights & Responsibilities</p>	<p>Healthy Relationships</p> <ul style="list-style-type: none"> • How to challenge stigma, stereotypes and misinformation • Relationships and sex expectations, myths, challenges, including the impact of the media and pornography • About relationship values and the role of pleasure in relationships • The law relating to sex • Your rights - consent. • Myths, assumptions, rights - consent. • Male and female anatomy and sexual health. • Misconceptions and social norms about sex, gender • The opportunities and risks of forming and conducting relationships online • How to manage the impact of the media and pornography on sexual attitudes, expectations and behaviours • The ethical and legal implications in relation to consent, including manipulation, coercion, and capacity to consent • How to recognise and respond to pressure, coercion and exploitation, including reporting and accessing appropriate support • How to recognise and challenge victim blaming • Asexuality, abstinence and celibacy

Year 11 RSE Overview	
<p>Half Term</p> <p>Autumn 1</p> <p>Relationships</p> <p>Spring 1</p> <p>Relationships</p>	<p>In this unit of work, student learn the following</p> <p>Families</p> <ul style="list-style-type: none"> • Different types of families and changing family structures • Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships • How to evaluate readiness for parenthood and positive parenting qualities • Fertility, including how it varies and changes • Pregnancy, birth and miscarriage • Unplanned pregnancy options, including abortion • Adoption and fostering • How to manage change, loss, grief and bereavement <p>Communication in Relationships</p> <ul style="list-style-type: none"> • About core values and emotions • Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse • Gender identity, gender expression and sexual orientation • How to communicate wants and need • How to handle unwanted attention, including online • How to challenge harassment and stalking, including online
<p>Summer 1</p> <p>Sexual Health</p>	<p>Sexual Health in Relationships</p> <ul style="list-style-type: none"> • Risks associated with sex, and how to avoid/ reduce them and look after ourselves • Where to get help if we need it • Focus on sexual health, sexually transmitted diseases, cervical, breast and testicular screening • Aspects of healthy and unhealthy relationships • Sexting, binge drinking, consent, pornography

