

LACON CHILDE SCHOOL

Relationships, Sex and Health Education (RSHE) Policy

FREQUENCY OF REVIEW: Bi-annually

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1. Aims

The aims of relationships and sex education (RSHE) at our school are to:

- 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.
- Help pupils develop feelings of self-respect, confidence and empathy.
- Create a positive culture around issues of sexuality and relationships.
- Teach pupils the correct vocabulary to describe themselves and their bodies.

Through our teaching of the topics covered in RSHE we aim to ensure that students remain ready, respectful and safe in the decisions and actions that they take both in and outside of school.

2. Statutory requirements

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

In teaching RSHE, 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 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (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. At Lacon Childe School, we teach RSHE as set out in this policy.

3. Policy development

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

1. Review – the lead members of staff (AHT Safeguarding & Personal Development and PSHEE Lead) pulled together all relevant information including relevant national and local guidance.

2. Staff consultation – all Year Leaders and PSHE teachers were involved in the planning and the placement of topics to ensure their relevance to the year group plans.

3. Parent/stakeholder consultation – Each year the reviewed program is shared with parents who then have an opportunity to meet or email the member of staff in charge with any questions or queries. The school allocated community nurse is consulted each year about the placement of topics to determine if any changes are required due to local trends.

4. Pupil consultation – School gathers student views on the provision on PSHE and any areas they feel needed to be covered. The findings helped to develop the program of study for each year group. During school council meetings, students are given the opportunity to discuss the topics included in the program.

5. Ratification – once amendments are made, the policy is shared with governors and ratified

4. Definition

RSHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSHE involves a combination of sharing information and exploring issues and values. RSHE is not about the promotion of sexual activity.

5. Curriculum

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

We have developed the curriculum in consultation with parents, pupils and staff, and taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

6. Delivery of RSE

RSHE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSHE are also taught within the science curriculum and child development curriculum (KS4 only), and other aspects are included in religious education (RE).

Students may also receive stand alone RSHE sessions from members of the school nursing team or other health professionals.

RSHE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

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

For more information about our RSE curriculum, see Appendices 1 and 2.

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 (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents and 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).

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

6.1 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:

- o Safe and supported
- o 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:

- o A whole-class setting
- o Small groups or targeted sessions
- o 1-to-1 discussions

Give careful consideration to the level of differentiation needed.

6.2 Use of resources

We will consider whether any resources we plan to use:

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

7. Use of external organisations and materials

The school will only use the school nursing team or other health professionals to deliver RSHE sessions to the pupils.

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.

8. Roles and responsibilities

8.1 The governing board

The governing board will approve the RSHE policy, and hold the headteacher to account for its implementation.

8.2 The headteacher

The headteacher is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 9).

8.3 Staff

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring understanding
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSHE

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the headteacher.

Ms P Shepherd (PSHEE Lead) leads a team of teacher's who will deliver RSE as part of the PSHE curriculum. When required CPD will be available for those staff who request it.

8.4 Pupils

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

9. Parents' right to withdraw

Parents have the right to withdraw their children from the non-statutory components of sex education within RSHE 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 3 of this policy and addressed to the headteacher.

A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action. Alternative school work will be given to pupils who are withdrawn from sex education.

10. Training

Staff who teach RSE will be provided with CPD opportunities to ensure current guidance is shared with all students.

The lead teacher of PSHE may also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSHE

11. Monitoring arrangements

The delivery of RSHE is monitored by Mrs K Guise (Assistant Headteacher) and Ms P Shepherd (PSHEE Lead) through:

- Learning walks
- Book checks
- End of topic reviews

Appendix 1: PSHE Curriculum map incorporating RSHE

Year 7 PSHE curriculum		
Term 1	Term 2	Term 3
<i>Health and Well-being</i> <i>How do I manage my physical and mental health in the first year of secondary school?</i>	<i>Relationships</i> <i>How can I manage my friendships and keep myself safe online?</i>	<i>Living in the Wider World</i> <i>Can I make some decisions about my future?</i>
TOPICS COVERED	TOPICS COVERED	TOPICS COVERED
Introduction to the subject. Writing a letter to their primary school. Cyberbullying Banter Dental Health Vaping First Aid - Bleeding	Online behaviour Changing friendships What makes a good friend. Staying safe Worries Top tips video Identity Consent Family	British Values Film classifications Road Safety Democracy Money management The Future Transition points Personal qualities Finding information Character traits and skills
Girls – menstruation Boys – puberty and hygiene Testicular health		

Year 8 PSHE curriculum

Term 1	Term 2	Term 3
<i>Health and Well-being</i>	<i>Relationships</i>	<i>Living in the Wider World</i>
TOPICS COVERED	TOPICS COVERED	TOPICS COVERED
Alcohol Bacteria and viruses Cyberflicx First Aid Mental Health Perception Vaping Wellbeing and games Body image	Reproduction Boys Health/Girls health Boundaries Changing friendships Rumours Teamwork Tolerance Social media effects Conflict Positive relationships Self awareness	Disability awareness Fake news Gender stereotypes Money matters Morality and tolerance Police Protest British values

Year 9 PSHE curriculum

Term 1	Term 2	Term 3
<i>Health and Well-being</i>	<i>Relationships</i>	<i>Living in the Wider World</i>
TOPICS COVERED	TOPICS COVERED	TOPICS COVERED
Alcohol Beliefs and morals Dental health Drugs – How drugs work Drugs – Harm reduction Drugs – Addiction & Recovery Gambling The social dilemma Vaping Wellbeing and games What you want Sleep	Consent Contraception Relationships LGBT Marriage Nude image sharing Self awareness The power of habit	Careers interests and job ideas Labour market information Exploring careers Making decisions about KS4 Option subjects Qualifications and pathways Qualities and skills Project – Mobile Phone Safety App Cybercrime Keeping safe Memory

Year 10 PSHE curriculum

Term 1	Term 2	Term 3
<i>Health and Well-being</i>	<i>Relationships</i>	<i>Living in the Wider World</i>
TOPICS COVERED	TOPICS COVERED	TOPICS COVERED
Mental health and emotions Mindfulness Relaxation and coping strategies Drugs education	Family Relationships – Rights, trust and values Relationships – Communication and readiness Relationships – Unhealthy relationships Relationships - Safety Pornography Social attitudes towards sending nudes	Saving and managing money Employment and financial management Employability skills practice Targeted advertising and your data Exploring a pay check Employment rights Consumer rights Valuing diversity Understanding and preventing extremism Radicalisation The death penalty Human rights

Year 11 PSHE curriculum		
Term 1	Term 2	Term 3
<i>Health and Well-being</i>	<i>Relationships 11 lessons</i>	<i>Living in the Wider World 14 lessons</i>
TOPICS COVERED	TOPICS COVERED	TOPICS COVERED
First Aid Body image	The role of intimacy and pleasure The impact of pornography Pressure, persuasion and coercion Controlling behaviour	Post 16 options Planning for the future Personal branding Writing a personal statement CV writing Making applications Post 16 Interview preparation Revision planning Budgeting

Appendix 2: By the end of secondary school pupils should know:

<p>Families</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • that there are different types of committed, stable relationships. • how these relationships might contribute to human happiness and their importance for bringing up children. • what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony. • why marriage is an important relationship choice for many couples and why it must be freely entered into. • the characteristics and legal status of other types of long-term relationships. • the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting. • how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.
<p>Respectful relationships, including friendships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. • that some types of behaviour within relationships are criminal, including violent behaviour and coercive control. • what constitutes sexual harassment and sexual violence and why these are always unacceptable. • the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.

<p>Online and media</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. • about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online. • not to provide material to others that they would not want shared further and not to share personal material which is sent to them. • what to do and where to get support to report material or manage issues online. • the impact of viewing harmful content. • that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners. • that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. • how information and data is generated, collected, shared and used online.
<p>Being safe</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships. • how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).
<p>Intimate and sexual relationships, including sexual health</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship. • that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing. • the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.

	<ul style="list-style-type: none"> • that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. • that they have a choice to delay sex or to enjoy intimacy without sex. • the facts about the full range of contraceptive choices, efficacy and options available. • the facts around pregnancy including miscarriage. • that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help). • how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing. • about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment. • how the use of alcohol and drugs can lead to risky sexual behaviour. • how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.
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[Source: DfE: Relationships and Sex Education (RSE) and Health Education]

The Law

Pupils should also be made aware of the relevant legal provisions when relevant topics are being taught including:

<ul style="list-style-type: none"> • marriage • consent, including the age of consent • violence against women and girls • online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.) • pornography • abortion • sexuality
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- gender identity
- substance misuse
- violence and exploitation by gangs
- extremism and radicalisation
- criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)
- hate crime
- female genital mutilation (FGM)

[Source: DfE: Relationships and Sex Education (RSE) and Health Education]

Appendix 3: Parental Form: Withdrawal from Sex Education in RSE



LACON
CHILDE
SCHOOL
...more than just a school

TO BE COMPLETED BY PARENTS

Name of child		Class	
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Name of parent		Date	
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Reason for withdrawing from non-statutory sex education within relationships and sex education:

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Any other information you would like school to consider:

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Parent signature	
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TO BE COMPLETED BY THE SCHOOL

Agreed actions from discussions with the parent/carer	
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Headteacher signature	
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