

RHSE Policy

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Lincolnshire Gateway
Academies Trust

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The Aims

The aims of sex and relationship education (RSE) 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.
- Ensure the delivery of RSE is factual, sensitive and balanced. Staff will avoid the imposition of personal opinion. Instead, they will stay focused on the social, moral, spiritual, health and education aspects of the topics.

RSE promotes meaningful, loving and healthy relationships.

The RSE policy is underpinned by the ethos and values throughout the Academy.

Statutory Requirements

Under the Academies Act 2010 all schools must provide a balanced and broadly based curriculum which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the Academy and of society,
- prepares pupils at the Academy for the opportunities, responsibilities and experiences of later life.

All maintained secondary schools must provide relationship and sex education (including education about sexually transmitted disease such as HIV and AIDS and child protection issues such as FGM and child sexual exploitation) and must teach human growth and reproduction as set out in the national curriculum. This is a statutory requirement.

Documents that inform the Academy's RSE policy include:

- Education Act (1996).
- Learning and Skills Act (2000).
- Education and Inspections Act (2006).
- Equality Act (2010).
- Supplementary Guidance SRE for the 21st century (2014).
- Keeping children safe in education – Statutory safeguarding guidance
- Children and Social Work Act (2017).
- **SEND code of Practice: 0 to 25 years (Statutory guidance)**

Policy Development

This policy has been developed in consultation with staff, pupils and parents/carers.

Definition

Relationship and Sex Education (RSE) is part of a lifelong learning about physical, moral and emotional development. At Kirton Academy RSE is centred on personal safety, caring for others and building strong family relationships. This is coupled with teaching students about sexual health (including safe sex), and sexuality.

Effective relationship and sex education is essential if young people are to make responsible and well-informed decisions about their lives. RSE at Kirton Academy is intended to help students learn about relationships, emotions, sexuality and sexual health. We aim to present relevant facts in an objective and balanced manner.

Lessons are set in the context of the family, friends and wider societal issues and address responsibilities that arise from within these relationships.

RSE at Kirton Academy will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

SRE is not about the promotion of sexual activity

Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. We employ a company called Big Talk who deliver age appropriate RSE lessons.

Relationship and Sex Education Specialists: BigTalk Education. **Please see appendix 1 for the content delivered**

Biological aspects of RSE are also taught within the science curriculum. Across all Key Stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions.
- Recognising and assessing potential risks.
- Assertiveness.
- Seeking help and support when required.
- Informed decision-making.
- Self-respect and empathy for others.
- Recognising and maximising a healthy lifestyle.
- Managing conflict.
- Discussion and group work.

Across the faiths, there is obviously some variation in attitudes and outlooks in regard to Relationships and Sex. The teaching of RSE at Kirton Academy is respectful of all cultural and religious differences.

The teaching of RSE at Kirton Academy is in line with outcomes outlined within the ECM framework, specifically, “Be Healthy” & “Stay Safe” and with the new DfE guidance [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education \(2025\)](#)

Roles and Responsibilities

The Principal is responsible for ensuring that RSE is taught consistently across the Academy, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE. RSE will be taught across the curriculum but specifically in Life and Science. Form tutors, teachers and external professionals may also deliver elements of SRE and certain aspects of the programme.

Staff are guided by the Fraser Guidelines*, which provide guidance for health and education professionals and details of these are provided in the DfE Relationships and Sex Education (2021) guidance.

Relationships and Sex Education (RSE) (Secondary) - GOV.UK (www.gov.uk)

We make it clear to pupils what our procedures are with regard to confidentiality. Similarly, if questions are asked in class or in assembly adults will follow agreed practice based on DfE guidance 2019. Teachers are aware that effective RSE, 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.

In the instance of a disclosure, staff will consult with the designated safeguarding lead and in their absence the deputy Safeguarding Lead / Principal.

Staff are responsible for:

- Delivering RSE in a sensitive way.
- Modelling positive attitudes to 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.

Staff will:

- Use the correct terms for all body parts.
- Use clear, unequivocal language in an objective manner.

Discuss what 'slang' words mean and say that some can be seen as offensive. Staff will use their judgement in discussion depending on understanding and maturity level of learners.

Use their professional judgement as to answering questions in front of the whole class or individually considering the Safeguarding and Child Protection Policy.

Encourage learners to ask their parents/carers any question outside the planned programme. Set out clear ground rules regarding personal questions, which are agreed by staff beforehand.

Have designated adults that learners know of to go to if they wish to talk.

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 Principal.

RSE resources: RSE resources are chosen and checked for:

- Being inclusive – acknowledging the full spectrum of diversity in society.
- Positive, healthy and unbiased messages.
- Age and understanding appropriateness.

Right to Withdraw

Parents will not be able to withdraw their child from relationships education in primary school or secondary school. At secondary school level parents will be able to withdraw their child from sex education (other than the sex education which sits in the National Curriculum as part of science). However, a child will also have a right to opt into sex education from their 15th birthday (specifically three academic terms before they turn 16).

Requests for withdrawal should be put in writing and addressed to the Principal. A copy of withdrawal requests will be placed in the pupil's educational record and on CPOMS. The Principal will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from RSE.

Training

Staff are trained on the delivery of RSE in the continuing professional development calendar. School nurses or sexual health professionals, may provide support and training to staff teaching RSE.

Monitoring arrangements

The delivery of RSE is monitored by Mrs E Green Vice Principal. The programme will be evaluated against the stated objectives and learning outcomes annually through:

- Use data to inform planning & delivery.
- Satisfaction surveys of pupils receiving RSE.
- Through Learning walks of teaching staff delivering RSE.
- Internal evaluation by specialist teaching team (Big Talk).

- Through following the statutory guidelines set out by the DfE Relationship and Sex Education Guidelines 2021.

The PHSE/ RSE team plan and monitor the delivery of the RSE programme and ensure that all aspects of RSE are covered as defined in government guidance especially the National Curriculum for PSHE-

“personal wellbeing”. The programme is reviewed on an annual basis.

Pupils’ development in RSE is monitored by class teachers as part of our internal assessment systems.

As part of effective RSE provision, this policy will be reviewed at least every 2 years to ensure that it continues to meet the needs of pupils, staff and parents and that it is in line with current Department for Education advice and guidance.

APPENDIX 1 BIG TALK EDUCATION

Relationship and Sex Education Specialists : BigTalk Education

Year 7: Introduction to Secondary RSE	The basis of knowledge of year 7 pupils can vary considerably dependent on the quality of their primary RSE provision or lack thereof. This lesson is designed to establish knowledge levels, ensure consistent accurate knowledge of core topics and back fill gaps. Themes covered include proactive safeguarding, reproduction, puberty, relationships, body image, gender and reliable sources of information.
Year 8: Building on the basics Understanding sexuality	We address core themes within RSE, myth busting common misconceptions of young people around sex, risky behaviour, pregnancy, rights and responsibilities, as well as the law. The young people work with the team to clarify definitions of terms they have heard but may not understand, as well as answering questions in a safe confidential environment. We work with the young people to discuss changes in friendships and relationships as they may begin to develop emotional and romantic attachments. This covers all types of relationships and as with all of our programme, is fully LGBTQ+ inclusive. The workshop covers a range of themes that affect relationships and young people's perception of what constitutes a healthy relationship. We address peer pressure, abusive relationships and gender stereotypes, as well as contemporary issues such as youth generated images (sexting), internet safety and the dangers of inappropriate websites which we demonstrate can warp a young persons' view of social norms.
Year 9 Infections and Protection Sex: Your decisions	At this point we introduce the young people to the dangers of sexually transmitted infections, ensuring they understand the short and long term effects, as well as which can be treated or cured and which can't. The lesson includes information on safer sex, a demonstration of condoms and the local information relating to how, (when the time is right for them) to access them for free. Developing a greater awareness of the law, consent, better communication skills about safer sex and confidence to make good decisions are all objectives for this workshop. Building on the themes of consent and contraception from the previous lesson, this session introduces more of the choices that young people need to consider before entering a sexual relationship. Covering the most up to date contraception information with details on efficacy, is critical to help young people make informed decisions. To underline the consequences of decision making, we highlight the effects of unplanned parenthood on potential mothers and fathers. We highlight the limited power of fathers in decision making, the effects of pregnancy for mothers, as well as the financial and lifestyle impact for both.
Year 10 Mates, Dates, Loves, hates Paths to Parenthood	This lesson is designed to aid young people identify abusive relationships and establish boundaries. Covering a wide range of abuse from verbal, emotional, financial, sexual and physical as well as isolation. By highlighting the warning signs of these we explore how young people could help their friends through these situations and where to get help, if they have concerns. To ensure the reinforcement of healthy relationships the team work with the group to discuss the positive qualities of their perfect partners. Focuses on the routes to parenthood that today's young people may encounter. As the average age of parents rises, so does the number of young people that may require fertility treatment later in life. This lesson also includes the path to parenthood for LGBTQ+ people, which has historically not been covered in RSE lessons. It is also within this topic that we touch on termination, statistics show that one in three women will have a termination before the age of 45, so sharing information on this subject may be of relevance to a significant number of students in the future.
Year 11 Show what you know	This is often the age at which some young people are thinking of becoming sexually active, so we review the essential material to ensure that the key topics are front of mind for the group. Covering consent, contraception, condoms and the responsibilities of young people, we once again highlight the ever present, potential risks of STIs and unplanned parenthood as well as the positives of pleasure and healthy relationships.

APPENDIX 2 – NEW RSE GUIDANCE - WHAT PARENTS NEED TO KNOW

The government has published updated guidance for relationships, sex and health education in schools, with a fresh focus on helping all children identify positive role models and challenge harmful ideas they might encounter online and in real life.

Why has the guidance been updated?

New research shows just how widespread exposure to misogyny or harmful online content has become. When asked about just the past week, over a third of pupils aged 11-19 had heard comments that made them worry about girls' safety, and more than half witnessed comments they would describe as misogynistic.

Research also found that over one in five girls aged 7 to 10 had seen inappropriate images online, with the average age for exposure to pornography being 13.

Schools need the right tools to help children understand these challenges and develop healthy attitudes to relationships from an early age.

Find out more about the guidance below.

<https://educationhub.blog.gov.uk/2025/07/new-rshe-guidance-what-parents-need-to-know/>

APPENDIX 3 – NEW RSE GUIDANCE - HEADLINES

Below are the main headlines from the DfE 2025 RSE and Health Education for schools 2025.

2025 DfE Guidance	Where/How
Stronger focus on misogyny and violence against women and girls: The updated guidance aligns with government priorities and national safeguarding concerns, particularly around the influence of pornography and online misogyny.	• Assemblies • Life Curriculum • Big Talk • Bespoke 1:1 or small group sessions if required and with parental/carers consent
New inclusion of personal safety education: For the first time, schools are expected to teach pupils about recognising risks and staying safe around roads, railways (including level crossings), water (including the Water Safety Code), and in public spaces	• Assemblies • Life Curriculum • External companies (Humber Safer Roads, Fire Service, Network Rail, RNLI, PSCO etc) • Life Curriculum
Emerging safeguarding risks linked to technology: The guidance acknowledges online risks such as AI-generated deepfakes, harmful online influencers and toxic digital subcultures, as well as greater focus on the harmful nature of pornographic materials.	• Assemblies • Life Curriculum • ICT Lessons in KS3 and KS4 • Big Talk • External companies
Financial exploitation and safeguarding: Financial exploitation is now identified in the guidance as a safeguarding issue, reinforcing the need to include finance education within schools' wider PSHE/RSHE provision.	• Life curriculum • ICT Curriculum KS3 & KS4 • Assemblies
Greater emphasis on mental health: Topics such as grief, loss, and loneliness are specifically highlighted to further strengthen this aspect of the requirements.	• Assemblies • Life Curriculum • Big Talk • With Me in Mind group sessions • Corridor workshops

Recognition of diverse family structures: Schools are advised to be inclusive and responsive to the full range of family contexts, including single-parent households, same-sex parents, kinship carers, foster and adoptive families.	• Assemblies • Life Curriculum • Big Talk
Emphasis on professional judgement and teacher agency: The guidance reinforces the importance of teacher expertise in adapting and selecting RSHE content. Leaders should enable staff to make informed decisions through high-quality training, planning, and access to reliable resources.	• Staff training in house and external CPD • Access to resources from DfE guidance page 46 • Access to PSHE Association and Oak Academy resources • Big Talk deliver of RSE curriculum
The importance of transparency and communication with parents and carers: The updated expectations reinforce and echo the existing need for clear engagement with parents, in order to support a partnership approach to RSHE	• Communicate through RSE survey & consultation • Newsletters • Through MCAS app, providing links to useful resources for parent/carers.