



Relationships, Sex and Health Education Policy

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1. Aims

The aims of relationships and sex education (RSHE) at the Academy are to:

- Provide a framework in which sensitive discussions can take place
- Prepare students for puberty, and give them 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

2. Statutory requirements

As a secondary academy we must provide RSHE to all students as per section 34 of the Children and Social work act 2017. The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. Health Education is also compulsory in all schools except independent schools.

In teaching RSHE, 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. In Section 29 of the funding agreement confirms: The Academy Trust shall have regard to any guidance issued by the Secretary of State on sex and relationship education to ensure that children at the Academy are protected from inappropriate teaching materials and they learn the nature of marriage and its importance for family life and for bringing up children.

At Lostock Hall Academy, we teach RSHE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, students and parent/carers. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents/carers and any interested parties were invited to feedback and comment about the policy
4. Student consultation – we investigated what exactly students want from their RSHE
5. Ratification – once amendments were made, the policy was shared with Trustees and ratified

4. Definition

RSHE is about the emotional, social and cultural development of students, 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 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 parent/carers, students and staff, taking 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 online.

6. Delivery of RSHE

RSHE is taught within the personal, social, health and economic (PSHE) education curriculum in designated Personal Development lessons. Biological aspects of RSHE are taught within the science curriculum, and other aspects are included in religious education (Beliefs, Philosophy and Ethics BPE).

Students also receive stand-alone sex education sessions delivered by a trained health professional. 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 RSHE curriculum.

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, 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).

At the start of the term in Yr 7 when RSHE will begin to be taught, parents are informed of this. The following message is sent home explaining what is taught and providing the opportunity for parents/carers to respond if required:

Dear Year 7 Parents/Carers,

Lostock Hall Academy delivers a comprehensive and thorough Personal Development programme to all students on a weekly basis covering many statutory topics such as British Values, Work Related Learning, Healthy Lifestyles and Enterprise skills. Another area that Year 7 will be covering this term is Relationship & Sex Education (RSHE). This important topic prepares our students for the world of relationships and will be including lessons on Puberty, Self-Esteem, Healthy Relationships, Online Safety, Age of Consent and risk taking behaviours associated with drinking alcohol. I hope you can see the value in these lessons and it is our duty as a school to deliver these in a controlled and appropriate manner. If for any reason you want to discuss the content of these lessons, please contact Mr Doyle through Synergy and he will be happy to answer any questions that you have.

7. Roles and responsibilities

7.1 The Board of Trustees

The Board of Trustees will approve the RSHE policy, and hold the Principal to account for its implementation.

7.2 The Principal

The Principal is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw students from non-statutory components of RSHE (see section 8).

7.3 Staff

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual students
- Responding appropriately to students 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 Principal.

All staff may be asked to teach RSHE as part of the Personal Development programme and as part of their role as a form tutor or senior leader.

7.4 Students

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

8. 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 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.

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

9. Training

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

The Personal Development lead will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSHE.

10. Monitoring arrangements

The delivery of RSHE is monitored by John Doyle (subject leader for Personal Development) through:

Regular reviewing of planning & resources, learning walks, student and staff voice activities and observation of visiting health professionals.

Students' development in RSHE is monitored by class teachers as part of our internal assessment systems.

Appendix 1: Curriculum map
Relationships, Sex & Health Education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 7	1.1	Transition: <ul style="list-style-type: none"> • Staying Safe online 	https://nestlancashire.org/
Year 7	1.2	Health & Wellbeing: <ul style="list-style-type: none"> • Changing adolescent body & menstrual cycle • Personal hygiene 	
Year 7	2.1 & 2.2	RSHE: <ul style="list-style-type: none"> • Something's not Right (domestic violence) • Puberty • Self-esteem • Relationships • Online Safety • Age of Consent 	https://www.thinkuknow.co.uk/11_13/
Year 7	3.1	British Values: <ul style="list-style-type: none"> • Diversity • Discrimination 	

Year 9		Health & Well Being <ul style="list-style-type: none"> • My Digital Footprint • Body image & Influences 	
Year 9	1.2	Health & Well Being <ul style="list-style-type: none"> • Eating Disorders • Peer Pressure and influences part 2 	
Year 9	2.1	RSHE <ul style="list-style-type: none"> • LGBTQ+ • Sexual Harassment – Jigsaw Lesson • Healthy Relationships • The One • E-Safety - online • STI's & Contraception 	https://nestlancashire.org/
Year 9	3.1	British Values <ul style="list-style-type: none"> • Human Rights & FGM • Radicalisation • Arranged Marriage & Honour Based Violence 	
Year 10		Healthy lifestyles: <ul style="list-style-type: none"> • Sexual Health 	Worksheets as part of Personal Development
Year 10	2.1	RSHE <ul style="list-style-type: none"> • Social Media – Jigsaw Sexual Harassment lesson 	https://www.lancashire.gov.uk/media/373004/CFON_Resource_Overview.pdf https://www.thinkuknow.co.uk/14_plus/

		<ul style="list-style-type: none"> • Pornography & Abusive Relationships - Jigsaw Sexual Harassment lesson • Abortion • Kailey's Love Story • The Gift 	
Year 10	3.1	<p>British Values</p> <ul style="list-style-type: none"> • Identity in Britain • Sexual Bullying • What makes a good parent 	Worksheets as part of Personal Development
Year 11		<p>Wellbeing</p> <ul style="list-style-type: none"> • Sexual Health Assembly (Tania Cockcroft) • Cancer & Testing/Screening 	Worksheets as part of Personal Development