



**Louth  
Academy**

Aspirational Education

## **Relationships Education, Relationship and Sex Education and Health Education Policy (RSHE)**

|                            |                     |                   |
|----------------------------|---------------------|-------------------|
| <b>Date reviewed:</b>      | <b>January 2026</b> |                   |
| <b>Approved by:</b>        | <b>LGB</b>          | <b>March 2026</b> |
| <b>Next review due by:</b> | <b>January 2027</b> |                   |

***For Office Use Only:***

Policy Version: 2.0

To make changes to this policy, please  
email [admin@lincolnshiregateway.co.uk](mailto:admin@lincolnshiregateway.co.uk).



**Lincolnshire Gateway**  
Academies Trust

## Contents

|                                                                                                                                           |    |
|-------------------------------------------------------------------------------------------------------------------------------------------|----|
| Statement of Intent.....                                                                                                                  | 3  |
| Purpose from DfE – Relationships Education, RSE and Health Education Statutory Guidance – July 2025 (Mandatory from September 2026) ..... | 3  |
| Principles and Values.....                                                                                                                | 3  |
| 1. Legal Framework .....                                                                                                                  | 3  |
| 2. Roles and Responsibilities .....                                                                                                       | 4  |
| 3. Organisation of the RSHE Curriculum .....                                                                                              | 5  |
| 4. Relationships and Sex Education (as Part of RSHE ) Subject Overview .....                                                              | 6  |
| 5. RSHE Programmes of Study.....                                                                                                          | 10 |
| 6. Health Education (as Part of RSHE) Subject Overview .....                                                                              | 11 |
| 7. Health Education Programmes of Study.....                                                                                              | 14 |
| 8. Delivery of the Curriculum .....                                                                                                       | 15 |
| 9. Curriculum Links .....                                                                                                                 | 16 |
| 10. Working with Parents .....                                                                                                            | 17 |
| 11. Withdrawal from Lessons .....                                                                                                         | 17 |
| 12. Equality and Accessibility .....                                                                                                      | 18 |
| 13. Safeguarding and Confidentiality.....                                                                                                 | 18 |
| 14. Assessment .....                                                                                                                      | 19 |
| 15. Staff Training.....                                                                                                                   | 19 |
| 16. Monitoring Quality .....                                                                                                              | 19 |
| 17. Monitoring and Review.....                                                                                                            | 19 |

## Statement of Intent

At Louth Academy, we understand the importance of relationship and sex education and health education in equipping young people with the knowledge and skills to make responsible and well-informed decisions in their lives. The teaching of relationship and sex education and health education can help us to prepare pupils for the opportunities, responsibilities and experiences of adult life. It allows us to promote the spiritual, moral, social, cultural, mental and physical development of pupils at school and in the wider society. We have an obligation to provide pupils with high quality, evidence based and age-appropriate teaching of these subjects.

The policy has been approved following consultation with relevant Curriculum Leaders (Science, Religious Studies, ICT/Computing, and PE) as well as students, parents, governors and staff involved in teaching Sex and Relationships.

A copy of this policy is available on the Academy's website.

## **Purpose from DfE – Relationships Education, RSE and Health Education Statutory Guidance – July 2025 (Mandatory from September 2026)**

Children and young people need knowledge and skills that will enable them to make informed and ethical decisions about their wellbeing, health and relationships. High quality, evidence-based teaching of relationships, sex and health education (RSHE) can help prepare pupils for the opportunities and responsibilities of adult life, and can promote their moral, social, mental and physical development. Effective teaching will support young people to cultivate positive characteristics including resilience, self-worth, self-respect, honesty, integrity, courage, kindness, and trustworthiness. Effective teaching will support prevention of harms by helping young people understand and identify when things are not right.

## Principles and Values

At Louth Academy we believe that RSHE should:

- be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life;
- be an entitlement for all young people;
- encourage every student to contribute to make our community and aims to support each individual as they grow and learn;
- be set within the wider school context and support family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. nuclear family. It includes a variety of types of family structure, and acceptance of different approaches;
- encourage students and teachers to share and respect each other's views. We are aware of different approaches to sexual orientation, without promotion of any particular family structure. The important values are love, respect and care for each other;
- generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment;
- recognise that parents are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents and students, consulting them about the content of programmes.

## 1. Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- DfE (2018) 'Keeping children safe in education'
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health

Education’

- DfE (2015) ‘National curriculum in England: science programmes of study’
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Children and Social Work Act 2017

## **2. Roles and Responsibilities**

2.1. The Board of Trustees is responsible for this policy and has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- DfE (2018) ‘Keeping children safe in education’
- DfE (2019) ‘Relationships Education, Relationships and Sex Education (RSE) and Health Education’
- DfE (2015) ‘National curriculum in England: science programmes of study’
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Children and Social Work Act 2017

2.2. This policy operates in conjunction with the following Academy policies:

Behaviour Policy, Inclusion Policy, SEN Policy, Social Media Policy, Equal Opportunities Policy, Anti-Bullying Policy, SMSC Policy, Drugs Education Policy.

2.3 The Principal is responsible for:

- The overall implementation of this policy;
- Ensuring all staff are suitably trained to deliver the subjects;
- Ensuring parents are fully informed of this policy;
- Reviewing all requests to withdraw pupils from non-statutory elements of the RSHE;
- Discussing withdrawal requests with parents and the child, if appropriate, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum, including the benefits of receiving the education;
- Ensuring withdrawn pupils receive appropriate, purposeful education during the period of withdrawal;
- Encouraging parents to be involved in consultations regarding the Academics’s RSHE curriculum;
- Reviewing this policy on an annual basis;
- Reporting to the Board of Trustees/Local Governing Body on the effectiveness of this policy and the curriculum.

2.4 The curriculum lead for this programme of study is responsible for:

- Overseeing the delivery of RSHE;
- Working closely with colleagues in related curriculum areas to ensure the RSHE curriculum complements, and does not duplicate, the content covered in national curriculum subjects;
- Ensuring the curriculum is age-appropriate and of high-quality;
- Reviewing changes to the RSHE curriculum and advising on their implementation;
- Monitoring the learning and teaching of RSHE as part of the careers and personal development curriculum, providing support to staff where necessary;
- Ensuring the continuity and progression between each year group;
- Helping to develop colleagues’ expertise in the subject;
- Ensuring teachers are provided with adequate resources to support teaching of the curriculum;
- Ensuring the Academy meets its statutory requirements in relation to RSHE;
- Leading staff meetings and ensuring all members of staff involved in the curriculum have received the appropriate training;

- Organising, providing and monitoring CPD opportunities in the subject;
- Ensuring the correct standards are met for recording and assessing pupil performance;
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the stakeholders.

2.5 Subject teachers are responsible for:

- Acting in accordance with, and promoting, this policy;
- Delivering RSHE in a sensitive way and that is of a high-quality and appropriate for each year group;
- Ensuring they do not express personal views or beliefs when delivering the curriculum;
- Planning lessons effectively, ensuring a range of appropriate teaching methods and resources are used to cover the content;
- Modelling positive attitudes to RSHE;
- Liaising with the SENDCO about identifying and responding to the individual needs of pupils with SEND;
- Liaising with the careers and personal development curriculum leader about key topics, resources and support for individual pupils;
- Monitoring pupil progress in RSHE;
- Reporting any concerns regarding the teaching of RSHE education to the curriculum leader of careers and personal development, or a member of the SLT;
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the Designated Safeguarding Lead;
- Responding appropriately to pupils whose parents have requested to withdraw them from the non-statutory components of RSHE, by providing them with alternative education opportunities.

### **3. Organisation of the RSHE Curriculum**

3.1 All schools providing secondary education are required to deliver statutory RSHE and all state-funded schools are required to deliver health education.

3.2. For the purpose of this policy, “relationships and sex education” is defined as teaching pupils about developing healthy, nurturing relationships of all kinds, and helping them to understand human sexuality and to respect themselves and others.

3.3. For the purpose of this policy, “health education” is defined as teaching pupils about how they can make good decisions about their own health and wellbeing, and how physical health and mental wellbeing are interlinked.

3.4. The RSE and health education curriculum will be developed in consultation with teachers, pupils and parents, and in accordance with DfE recommendations.

3.5 The majority of the RSHE curriculum will be delivered in careers and personal development lessons, unless it is covered as part of the statutory science curriculum.

3.6. The Curriculum Leader of careers and personal development will work closely with colleagues in related curriculum areas to ensure the curriculum complements and does not duplicate the content covered in national curriculum subjects.

3.7. The curriculum has been developed in line with the DfE’s ‘Relationships Education, Relationships and Sex Education (RSE) and Health Education’ guidance.

3.8. The Academy will consider the context and views of the wider local community when developing the curriculum to ensure it is reflective of issues in the local area.

3.9. The Academy will consider the religious background of all pupils when planning teaching, to ensure all topics included are appropriately handled.

3.10. The RSHE curriculum is informed by topical issues in the Academy and wider community, to ensure it is tailored to pupils' needs, for example, if there was a local prevalence of teenage pregnancies or specific sexually transmitted infections, our curriculum would be tailored to address this issue.

#### **4. Relationships and Sex Education (as Part of RSHE) Subject Overview**

4.1. RSE in secondary should provide a clear progression from primary relationships education. RSE should provide young people with the information they need to develop healthy, safe and nurturing relationships of all kinds. This should include the knowledge they need in later life to keep themselves and others safe, and how to avoid sexually transmitted infections and unplanned pregnancies.

Effective RSE focuses on respect for oneself and others and does not encourage or normalise early sexual experimentation. By supporting confidence and self-esteem, RSE will enable young people to make their own choices about whether or when to develop safe, fulfilling and healthy sexual relationships, once they reach the age of consent, and to resist pressure to have sex.

Effective teaching will be participative and interactive and will give pupils opportunities to develop skills and to discuss and critically evaluate complex relationship scenarios.

RSE in secondary will cover a range of topics, including topics related to abusive behaviour. While teaching children how to stay safe, including online, teachers should be clear that being a victim of abuse is never the fault of the child or young person. Different forms of abuse should be addressed sensitively and clearly at appropriate ages. For pupils who are experiencing or have experienced unhealthy or unsafe relationships, including at home, schools have an important role as a place of consistency and safety where pupils can find support.

When teaching sensitive topics, teachers can use approaches such as distancing techniques, setting ground rules with the class to help manage sensitive discussion, and using question boxes to allow pupils to raise issues anonymously.

#### **4.2. Families**

By the end of secondary school, pupils will know:

- That there are different types of committed, stable relationships.
- How these relationships might contribute to wellbeing, and their importance for bringing up children.
- Why marriage or civil partnership is an important relationship choice for many couples. The legal status of marriage and civil partnership, including that they carry legal rights, benefits and protections that are not available to couples who are cohabiting or who have, for example, undergone a non-legally binding religious ceremony.
- That 'common-law marriage' is a myth and cohabitants do not obtain marriage-like status or rights from living together or by having children.
- That forced marriage and marrying before the age of 18 are illegal.
- How families and relationships change over time, including through birth, death, separation and new relationships.
- The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting and the importance of the early years of a child's life for brain development.
- How to judge when a relationship is unsafe and where to seek help when needed, including when pupils are concerned about violence, harm, or when they are unsure who to trust.

#### **4.3 Respectful relationships**

By the end of secondary school, pupils will know:

- The characteristics of positive relationships of all kinds, online and offline, including romantic relationships. For example, pupils should understand the role of consent, trust, mutual respect, honesty, kindness, loyalty, shared interests and outlooks, generosity, boundaries, tolerance, privacy, and the management of conflict, reconciliation and ending relationships.
- How to evaluate their impact on other people and treat others with kindness and respect, including in public spaces and including strangers. Pupils should understand the legal rights and responsibilities regarding equality, and that everyone is unique and equal.
- The importance of self-esteem, independence and having a positive relationship with oneself, and how these characteristics support healthy relationships with others. This includes developing one's own interests, hobbies, friendship groups, and skills. Pupils should understand what it means to be treated with respect by others.
- What tolerance requires, including the importance of tolerance of other people's beliefs.
- The practical steps pupils can take and skills they can develop to support respectful and kind relationships. This includes skills for communicating respectfully within relationships and with strangers, including in situations of conflict.
- The different types of bullying (including online bullying), the impact of bullying, the responsibilities of bystanders to report bullying and how and where to get help.
- Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration.
- The role of consent, including in romantic and sexual relationships. Pupils should understand that ethical behaviour goes beyond consent and involves kindness, care, attention to the needs and vulnerabilities of the other person, as well as an awareness of power dynamics. Pupils should understand that just because someone says yes to doing something, that doesn't automatically make it ethically ok.
- How stereotypes, in particular stereotypes based on sex, gender reassignment, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). Pupils should be equipped to recognise misogyny and other forms of prejudice.
- How inequalities of power can impact behaviour within relationships, including sexual relationships. For example, how people who are disempowered can feel they are not entitled to be treated with respect by others or how those who enjoy an unequal amount of power might, with or without realising it, impose their preferences on others.
- How pornography can negatively influence sexual attitudes and behaviours, including by normalising harmful sexual behaviours and by disempowering some people, especially women, to feel a sense of autonomy over their own body and providing some people with a sense of sexual entitlement to the bodies of others.
- Pupils should have an opportunity to discuss how some sub-cultures might influence our understanding of sexual ethics, including the sexual norms endorsed by so-called "involuntary celibates" (incels) or online influencers.

#### 4.4 Online safety and awareness

By the end of secondary school, pupils will know:

- Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.
- Online risks, including the importance of being cautious about sharing personal information online and of using privacy and location settings appropriately to protect information online. Pupils should also understand the difference between public and private online spaces and related safety issues.
- The characteristics of social media, including that some social media accounts are fake, and / or may post things which aren't real / have been created with AI. That social media users may say things in more extreme ways than they might in face-to-face situations, and that some users present highly exaggerated or idealised profiles of themselves online.

- Not to provide material to others that they would not want to be distributed further and not to pass on personal material which is sent to them. Pupils should understand that any material provided online might be circulated, and that once this has happened there is no way of controlling where it ends up. Pupils should understand the serious risks of sending material to others, including the law concerning the sharing of images.
- That keeping or forwarding indecent or sexual images of someone under 18 is a crime, even if the photo is of themselves or of someone who has consented, and even if the image was created by the child and/or using AI generated imagery. Pupils should understand the potentially serious consequences of acquiring or generating indecent or sexual images of someone under 18, including the potential for criminal charges and severe penalties including imprisonment. Pupils should know how to seek support and should understand that they will not be in trouble for asking for help, either at school or with the police, if an image of themselves has been shared. Pupils should also understand that sharing indecent images of people over 18 without consent is a crime.
- What to do and how to report when they are concerned about material that has been circulated, including personal information, images or videos, and how to manage issues online.
- About the prevalence of deepfakes including videos and photos, how deepfakes can be used maliciously as well as for entertainment, the harms that can be caused by deepfakes and how to identify them.
- That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons. Pupils should be taught where to go for advice and support about something they have seen online. Pupils should understand that online content can present a distorted picture of the world and normalise or glamorise behaviours which are unhealthy and wrong.
- That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice.
- How to identify when technology and social media is used as part of bullying, harassment, stalking, coercive and controlling behaviour, and other forms of abusive and/or illegal behaviour and how to seek support about concerns.
- That pornography, and other online content, often presents a distorted picture of people and their sexual behaviours and can negatively affect how people behave towards sexual partners. This can affect pupils who see pornographic content accidentally as well as those who see it deliberately. Pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it.
- How information and data is generated, collected, shared and used online.
- That websites may share personal data about their users, and information collected on their internet use, for commercial purposes (e.g. to enable targeted advertising).
- That criminals can operate online scams, for example using fake websites or emails to extort money or valuable personal information. This information can be used to the detriment of the person or wider society. About risks of sextortion, how to identify online scams relating to sex, and how to seek support if they have been scammed or involved in sextortion.
- That AI chatbots are an example of how AI is rapidly developing, and that these can pose risks by creating fake intimacy or offering harmful advice. It is important to be able to critically think about new types of technology as they appear online and how they might pose a risk.

#### 4.5 Being Safe

By the end of secondary school, pupils will know:

- How to recognise, respect and communicate consent and boundaries in relationships, including in early romantic relationships (in all contexts, including online) and early sexual relationships that might involve kissing or touching. That kindness and care for others requires more than just consent.
- That there are a range of strategies for identifying, resisting and understanding pressure in relationships from peers or others, including sexual pressure, and how to avoid putting pressure on others.

- How to determine whether other children, adults or sources of information are trustworthy, how to judge when a relationship is unsafe (and recognise this in the relationships of others); how to seek help or advice, including reporting concerns about others, if needed.
- How to increase their personal safety in public spaces, including when socialising with friends, family, the wider community or strangers. Pupils should learn ways of seeking help when needed and how to report harmful behaviour. Pupils should understand that there are strategies they can use to increase their safety, and that this does not mean they will be blamed if they are victims of harmful behaviour. Pupils might reflect on the importance of trusting their instincts when something doesn't feel right, and should understand that in some situations a person might appear trustworthy but have harmful intentions.
- What constitutes sexual harassment or sexual violence, and that such behaviour is unacceptable, emphasising that it is never the fault of the person experiencing it.
- That sexual harassment includes unsolicited sexual language / attention / touching, taking and/or sharing intimate or sexual images without consent, public sexual harassment, pressuring other people to do sexual things, and upskirting.
- The concepts and laws relating to sexual violence, including rape and sexual assault.
- The concepts and laws relating to harmful sexual behaviour, which includes all types of sexual harassment and sexual violence among young people but also includes other forms of concerning behaviour like using age-inappropriate sexual language.
- The concepts and laws relating to domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour.
- That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed.
- The concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation.
- The concepts and laws relating to forced marriage.
- The physical and emotional damage which can be caused by female genital mutilation (FGM), virginity testing and hymenoplasty, where to find support, and the law around these areas. This should include that it is a criminal offence for anyone to perform or assist in the performance of FGM, virginity testing or hymenoplasty, in the UK or abroad, or to fail to protect a person under 16 for whom they are responsible.
- That strangulation and suffocation are criminal offences, and that strangulation (applying pressure to the neck) is an offence, regardless of whether it causes injury. That any activity that involves applying force or pressure to someone's neck or covering someone's mouth and nose is dangerous and can lead to serious injury or death.
- That pornography presents some activities as normal which many people do not and will never engage in, some of which can be emotionally and/or physically harmful.
- How to seek support for their own worrying or abusive behaviour or for worrying or abusive behaviour they have experienced from others, including information on where to report abuse, and where to seek medical attention when required, for example after an assault.

#### 4.6. Intimate and sexual relationships, including sexual health

By the end of secondary school, pupils will know:

- That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive.
- The law about the age of consent, that they have a choice about whether to have sex, that many young people wait until they are older, and that people of all ages can enjoy intimate and romantic relationships without sex.
- Sexual consent and their capacity to give, withhold or remove consent at any time, even if initially given, as well as the considerations that people might take into account prior to sexual activity, e.g. the law, faith and family values. That kindness and care for others require more than just consent.
- 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.

- That some sexual behaviours can be harmful.
- The facts about the full range of contraceptive choices, efficacy and options available, including male and female condoms, and signposting towards medically accurate online information about sexual and reproductive health to support contraceptive decision-making.
- That there are choices in relation to pregnancy. Pupils should be given medically and legally accurate and 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, are transmitted. How risk can be reduced through safer sex (including through condom use). The use and availability of the HIV prevention drugs Pre-Exposure Prophylaxis (PrEP) and Post Exposure Prophylaxis (PEP) and how and where to access them. The importance of, and facts about, regular testing and the role of stigma
- The prevalence of STIs, the short and long term impact they can have on those who contract them and key facts about treatment.
- How the use of alcohol and drugs can lead people to take risks in their sexual behaviour.
- How and where to seek support for concerns around sexual relationships including sexual violence or harms.
- How to counter misinformation, including signposting towards medically accurate information and further advice, and where to access confidential sexual and reproductive health advice and treatment.

## **5. RSHE Programmes of Study RSE Relationship, Family and Friends. Sexual Health, Sexuality and Gender**

5.1. The Academy is free to determine an age-appropriate, developmental curriculum which meets the needs of young people and includes the statutory content outlined in section 4 of this policy.

### **5.2. Year 7.**

- Growing up: Physical and emotional changes during puberty.
- Understanding menstruation.
- What makes a healthy Relationship?
- Coping with change: Bereavement, divorce and separation.
- Boys and Puberty and Girls and Puberty.

### **5.3. Year 8.**

- Sexuality and gender identity: and introduction.
- Consent: what is it and why is it essential?
- Understanding marriage.
- Spotting unhealthy and abusive relationships.
- Overcoming conflict and finding forgiveness.
- Understanding menstruation.

### **5.4. Year 9.**

- Practising safe sex.
- Sex, relationships and the media.
- Social influences: tackling peer pressure.
- Relationship and conflict.
- Family life: parenting and caring.
- What is good communication?
- Sex and consent online.
- Understanding menstruation.

**Year 9 will also undertake a RSHE drop down day covering -** Anatomy of the reproductive system, FGM, sexual intercourse, condoms, contraception, STI. Pornography, choices around pregnancy including abortion, successful parenting Consent and trust in a relationship. Recognising healthy and

unhealthy relationships. Intimate relationships. Sexting - when nudes get shared. Online sexual harassment. Pornography.

### **5.5. Year 10.**

- Sexuality and gender identity: coming out.
- Understanding pregnancy your choices.
- Sexual health: choosing and accessing contraception.
- Navigating social influence and pressure.
- Impact of relationships.
- Changing relationship: managing your feelings.
- Understanding menstruation.

### **5.6. Year 11.**

- Understanding pornography
- Understanding consent and intimacy: offline and online
- Sexual health: preventing and treating STIs
- Navigating conflict in relationships
- Rights and responsibilities: marriage and civil partnerships
- Taking others' perspectives
- Understanding menstruation.

## **6. Health Education (as Part of RSHE) Subject Overview**

6.1. The physical health and mental wellbeing curriculum will continue to develop pupils' knowledge on the topics taught at a primary level, supporting pupils to understand their changing bodies and their feelings, how to protect their own health and wellbeing, and when a physical or mental health issue requires attention.

### **6.2 Mental wellbeing**

By the end of secondary school, pupils will know:

- How to talk about their emotions accurately and sensitively, using appropriate vocabulary.
- The benefits and importance of physical activity, sleep, time outdoors, community participation and volunteering or acts of kindness for mental wellbeing and happiness.
- That happiness is linked to being connected to others. Pupils should be supported to understand what makes them feel happy and what makes them feel unhappy, while recognising that loneliness can be for most people an inevitable part of life at times and is not something of which to be ashamed.
- That worrying and feeling down are normal, can affect everyone at different times and are not in themselves a sign of a mental health condition, and that managing those feelings can be helped by seeing them as normal.
- Characteristics of common types of mental ill health (e.g. anxiety and depression), including carefully-presented factual information about the prevalence and characteristics of more serious mental health conditions. This should not be discussed in a way that encourages normal feelings to be labelled as mental health conditions.
- How to critically evaluate which activities will contribute to their overall wellbeing.
- Understanding how to overcome anxiety or other barriers to participating in fun, enjoyable or rewarding activities – that it's possible to overcome those barriers using coping strategies, and that finding the courage to participate in activities which initially feel challenging may decrease anxiety over time rather than increasing it.
- That gambling can lead to serious mental health harms, including anxiety, depression, and suicide, and that some gambling products are more likely to cause these harms than others.
- That the co-occurrence of alcohol/drug use and poor mental health is common and that the relationship is bi-directional: mental health problems can increase the risk of alcohol/drug use,

and alcohol/drug use can trigger mental health problems or exacerbate existing ones. That stopping smoking can improve people's mental health and decrease anxiety.

### 6.3. Wellbeing online

By the end of secondary school, pupils will know:

- About the benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
- The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image); how people may curate a specific image of their life online; the impact that an over-reliance on online relationships, including relationships formed through social media, can have.
- How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.
- The risks related to online gambling and gambling-like content within gaming, including the accumulation of debt.
- How advertising and information is targeted at them and how to be a discerning consumer of information online, understanding the prevalence of misinformation and disinformation online, including conspiracy theories.
- The risks of illegal behaviours online, including drug and knife supply or the sale or purchasing of illicit drugs online.
- The serious risks of viewing online content that promotes self-harm, suicide or violence, including how to safely report this material and how to access support after viewing it.

### 6.4. Physical health and fitness

By the end of secondary school, pupils will know:

- The characteristics of a healthy lifestyle, including physical activity and maintaining a healthy weight, including the links between an inactive lifestyle and ill-health, including cardiovascular ill-health.
- Factual information about the prevalence and characteristics of more serious health conditions.
- That physical activity can promote wellbeing and combat stress.
- The science relating to blood, organ and stem cell donation.

### 6.5. Healthy eating

By the end of secondary school, pupils will know:

- How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay, unhealthy weight gain, and cardiovascular disease.
- The risks of unhealthy weight gain, including increased risks of cancer, type 2 diabetes and cardiovascular disease.
- The impacts of alcohol on diet and unhealthy weight gain.

### 6.6. Drugs, alcohol, tobacco and vaping

By the end of secondary school, pupils will know:

- The facts about which drugs are illegal, the risks of taking illegal drugs, including the increased risk of potent synthetic drugs being added to illegal drugs, the risks of illicit vapes containing drugs, illicit drugs and counterfeit medicines, and the potential health harms, including the link to poor mental health.

- The law relating to the supply and possession of illegal substances.
- The physical and psychological risks associated with alcohol consumption. What constitutes low risk alcohol consumption in adulthood, and the legal age of sale for alcohol in England. Understanding how to increase personal safety while drinking alcohol, including how to decrease the risks of having a drink spiked or of poisoning from potentially fatal substances such as methanol.
- The physical and psychological consequences of problem-use of alcohol, including alcohol dependency.
- The dangers of the misuse of prescribed and over-the-counter medicines.
- The facts about the multiple serious harms from smoking tobacco (particularly the link to lung cancer and cardiovascular disease), the benefits of quitting and how to access support to do so.
- The facts about vaping, including the harms posed to young people, and the role that vapes can play in helping adult smokers to quit.

## 6.7 Health protection and prevention, and understanding the healthcare system

By the end of secondary school, pupils will know:

- Personal hygiene, germs and how they are spread, including bacteria and viruses, treatment and prevention of infection, and about antibiotics.
- Dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste and cleaning between teeth, reducing consumption of sugar-containing food and drinks, and regular check-ups at the dentist.
- How and when to self-care for minor ailments, and the role of pharmacists as knowledgeable healthcare professionals.
- The importance of taking responsibility for their own health, and the benefits of regular self-examination and screening.
- The facts and scientific evidence relating to vaccination, immunisation and antimicrobial resistance. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.
- The importance of sufficient good-quality sleep for good health, the importance of screen-free time before bed and removing phones from the bedroom, and how a lack of sleep can affect weight, mood and ability to learn.
- The importance of healthy behaviours before and during pregnancy, including the importance of pre-conception health, including taking folic acid. The importance of pelvic floor health. Information on miscarriage and pregnancy loss, and how to access care and support.
- How to navigate their local healthcare system: what a GP is; when to use A&E / minor injuries; accessing sexual health and family planning clinics; the role of local pharmacies; and how to seek help via local third sector partners which may have specialist services.
- The concept of Gillick competence. That the legal age of medical consent is 16. That before this, a child's parents will have responsibility for consenting to medical treatment on their behalf unless they are Gillick competent to take this decision for themselves. Pupils should understand the circumstances in which someone over 16 may not be deemed to have capacity to make decisions about medical treatment.

## 6.8 Personal Safety

By the end of secondary school, pupils will know:

- How to identify risk and manage personal safety in increasingly independent situations, including around roads, railways – including level crossings - and water (including the water safety code), and in unfamiliar social or work settings (for example the first time a young person goes on holiday without their parents).
- How to recognise and manage peer influence in relation to risk-taking behaviour and personal safety, including peer influence online and on social media.
- How to develop key social and emotional skills that will increase pupils' safety from

involvement in conflict and violence. These include skills to support self-awareness, self-management, social awareness, relationship skills and responsible decision making, as well as skills to recognise and manage peer pressure.

- Understanding which trusted adults they can talk to if pupils are worried about violence and/or knife crime.
- The law as it relates to knives and violence. Content and examples should relate to the local context and avoid using fear as an educational tool. Children should be taught that carrying weapons is uncommon, and should not be scared into the perception that many young people are carrying knives (which can lead to the misconception that they need to carry a knife too).
- The risks and signs that they may be at risk of grooming or exploitation, and how to seek help where there is a concern.

## **6.9 Basic first aid**

By the end of secondary school, pupils will know:

- Basic treatment for common injuries and ailments.
- Life-saving skills, including how to administer CPR.
- The purpose of defibrillators, when one might be needed and who can use them.

## **6.10. Developing bodies**

By the end of secondary school, pupils will know:

- The main changes which take place in males and females, and the implications for emotional and physical health.
- The facts about puberty, the changing adolescent body, including brain development.
- About menstrual and gynaecological health, including: what is an average period; period problems such as premenstrual syndrome; heavy menstrual bleeding; endometriosis; and polycystic ovary syndrome (PCOS). When to seek help from healthcare professionals.
- The facts about reproductive health, including fertility and menopause, and the potential impact of lifestyle on fertility for men and women.

## **7. Health Education Programmes of Study. Well-being, mental health and physical health.**

7.1. The Academy is free to determine an age-appropriate, developmental curriculum which meets the needs of young people and includes the statutory content outlined in section 6 of this policy.

### **7.2. Year 7.**

- What is Mental Health?
- Social Media and mental health
- Smoking and Vaping: risks and consequences
- Healthy Lifestyles: maintaining a balanced diet
- Female Genital mutilation (FGM) Facts and risks

### **7.3 Year 8.**

- Mental health: talking about our emotions
- Self-esteem and confidence
- Addictive substances: alcohol
- Healthy Lifestyle: Exercising for physical and mental wellbeing
- Healthy Lifestyles: Taking responsibility for your physical health
- Female Genital mutilation (FGM) Facts and risks

### **7.4. Year 9.**

- Mental health: developing coping strategies

- Addictive substances: legal and illegal drugs
- Healthy lifestyles: Health services, self-examination and vaccination
- Healthy lifestyles Achieving balance
- Female Genital mutilation (FGM) Facts and risks

#### **7.5. Year 10.**

- An introduction to body image
- Recognising strengths in ourselves and others
- What is a Healthy lifestyle?
- Health related choices: blood, organ and stem cell donation
- Health related choices: aesthetic procedures
- Alcohol: risks, consequences and safety
- Female Genital mutilation (FGM) Facts and risks

#### **7.6. Year 11.**

- Mental Health Revisited
- Illegal Drugs: Risks, consequences and support
- Managing our health, services and support
- Substance addiction: how to seek help
- Female Genital mutilation (FGM) Facts and risks

### **8. Delivery of the Curriculum**

8.1. The majority of the RSHE curriculum will be delivered through the careers and personal development curriculum.

8.2. Through effective organisation and delivery of the subject, we will ensure that:

- Core knowledge is sectioned into units of a manageable size;
- The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work;
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real life situations.

8.3. RSHE education complements several national curriculum subjects. Where appropriate, the Academy will look for opportunities to make links between the subjects and integrate teaching.

8.4. The RSHE curriculum will be delivered by appropriately trained members of staff.

8.5. The curriculum will proactively address issues in a timely way in line with current evidence on pupil's physical, emotional and sexual development.

8.6. RSHE will be delivered in a non-judgemental, age-appropriate, factual and inclusive way that allows pupils to ask questions in a safe environment.

8.7. Teaching of the curriculum reflects requirements set out in law, particularly in the Equality Act 2010, so that pupils understand what the law does and does not allow, and the wider legal implications of the decisions they make.

8.8. The Academy will integrate LGBTQ+ content into the RSHE curriculum – this content will be taught as part of the overall curriculum, rather than a standalone topic or lesson, and will be included in lessons. LGBTQ+ content will be approached in a sensitive, age-appropriate and factual way that allows pupils to explore the features of stable and healthy same-sex relationships.

- 8.9. All teaching and resources are assessed by the Curriculum leader of careers and personal development to ensure they are appropriate for the age and maturity of pupils, are sensitive to their religious backgrounds and meet the needs of any SEND, if applicable.
- 8.10. Throughout every year group, appropriate diagrams, videos, discussion and practical activities will be used to assist learning.
- 8.11. Inappropriate images, videos, etc. will not be used, and resources will be selected with sensitivity given to the age and cultural background of pupils.
- 8.12. Pupils will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures taken to ensure these are outlined in the Academy's Social Media Policy.
- 8.13. Teachers will establish what is appropriate for one-to-one and whole-class settings, and alter their teaching of the programmes accordingly.
- 8.14. Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively and honestly.
- 8.15. Teachers will focus heavily on the importance of marriage and healthy relationships when teaching RSHE, though sensitivity will always be given as to not stigmatise pupils on the basis of their home circumstances.
- 8.16. Teachers will ensure lesson plans focus on challenging perceived views of pupils based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.
- 8.17. In teaching the curriculum, teachers will be aware that pupils may raise topics such as self-harm and suicide. When talking about these topics in lessons, teachers will be aware of the risks of encouraging these behaviours and will avoid any resources or material that appear as instructive rather than preventative.
- 8.18. At all points of delivery of the curriculum, parents will be consulted, and their views will be valued. What will be taught and how, will be planned in conjunction with parents.
- 8.19. The procedures for assessing pupil progress are outlined in section 15 of this policy.

## **9. Curriculum Links**

9.1. The Academy seeks opportunities to draw links between RSHE and other curriculum subjects wherever possible to enhance pupils' learning. RSHE will be linked to the following subjects:

- Careers and personal development – pupils are provided with the knowledge, skills and understanding to help prepare them to play a full and active part in society, including an understanding of how laws are made and upheld and how to make sensible decisions. Pupils learn about respect and difference, values and characteristics of individuals;
- Science – pupils are taught about the main external parts of the body and changes in the body as it grows. This includes puberty. They will study the Menstrual Cycle and Fertility, Contraception and how it works, IVF. Organ Donation is also covered. Smoking and the effects of alcohol on the body are covered;
- ICT and computing – pupils are taught about how they can keep themselves safe online and the different risks that they may face online as they get older;
- PE – pupils can develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sport and lead healthy, active lives.

## **10. Working with Parents**

10.1. The Academy understands that parents' role in the development of their children's understanding about relationships and health is vital.

10.2. The Academy will work closely with parents when planning and delivering the content of its RSHE curriculum by allowing them to view the policy and curriculum contents.

10.3. When in consultation with parents, the Academy will provide:

- An outline of the topics to be covered in each year group;
- Information about parents' right to withdraw their child from non-statutory elements of RSE and health education.

10.4. Parents are encouraged as with all aspects of their child's schooling to ask questions about the Academy's approach to RSHE.

10.5. The Academy understands that the teaching of some aspects of the curriculum may be of concern to parents.

10.6. If parents have concerns regarding RSHE and health education, they may submit these via email to [enquiries@louthacademy.co.uk](mailto:enquiries@louthacademy.co.uk) , or contact the Academy office to arrange a meeting with the curriculum leader of Careers and Personal Development on 01507 606349.

## **11. Withdrawal from Lessons**

11.1. Parents have the right to request that their child is withdrawn from some or all of sex education delivered as part of statutory RSHE.

11.2. Parents do not have a right to withdraw their child from the relationships or health elements of the programmes.

11.3. Requests to withdraw a child from sex education will be made in writing to the Principal.

11.4. Before granting a withdrawal request, the Principal will discuss the request with the parents and, as appropriate, the child, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum.

11.5. The Principal will inform parents of the benefits of their child receiving RSHE and any detrimental effects that withdrawal might have.

11.6. All discussions with parents will be documented. These records will be kept securely.

11.7. Following discussions with parents, the Academy will respect the parents' request to withdraw their child up to and until three terms before the child turns 16. After this point, if the child wishes to receive RSHE rather than be withdrawn, the Academy will make arrangements to provide the child with RSHE.

11.8. Pupils who are withdrawn from RSHE will receive appropriate, purposeful education during the full period of withdrawal.

11.9. For requests concerning the withdrawal of a pupil with SEND, the Principal may take the pupils' specific needs into account when making their decision.

## **12. Equality and Accessibility**

12.1. The Academy will comply with the relevant requirements of the Equality Act 2010 and will ensure the curriculum does not discriminate against pupils because of their:

- Age
- Sex
- Race
- Disability
- Religion or belief
- Gender reassignment
- Pregnancy or maternity
- Marriage or civil partnership
- Sexual orientation

12.2. The Academy will consider the backgrounds, gender, age range and needs of its pupils and determine whether it is necessary to put in place additional support for pupils with the above protected characteristics.

12.3. The Academy understands that pupils with SEND are entitled to learn about RSE and health education, and the curriculum will be designed to be inclusive of all pupils.

12.4. The Academy is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND – teachers will understand that they may need to liaise with the SENDCO and be more explicit and adapt their planning or work to appropriately deliver the curriculum to pupils with SEND.

12.5. Where there is a need to tailor content and teaching to meet the needs of pupils at different developmental stages, the Academy will ensure the teaching remains sensitive, age-appropriate, developmentally appropriate and is delivered with reference to the law.

12.6. The Academy will take steps to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, and provide an environment which challenges perceived limits on pupils based on their gender or any other characteristic.

12.7. The Academy will be actively aware of everyday issues such as sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture within which these are not tolerated. Any occurrences of such issues will be identified and tackled promptly.

12.8. The Academy will make clear that sexual violence and sexual harassment are not acceptable and will not be tolerated. Any reports of sexual violence or sexual harassment will be handled in accordance with the DfE's 'Keeping Children Safe in Education' Statutory Guidance.

## **13. Safeguarding and Confidentiality**

13.1 All pupils will be taught about keeping themselves safe, including online, as part of a broad and balanced curriculum.

13.2. Confidentiality within the classroom is an important component of RSHE, and teachers are expected to respect the confidentiality of their pupils as far as is possible, in compliance with the DfE's 'Keeping Children Safe in Education' Statutory Guidance.

13.3. Teachers will, however, understand that some aspects of RSHE may lead to a pupil raising a safeguarding concern, eg disclosing that they are being abused, and that if a disclosure is made, the Designated Safeguarding Lead will be alerted immediately.

13.4. Pupils will be made aware of how to raise their concerns or make a report, and how their report will be handled – this includes the process for when they have a concern about a peer.

## **14. Assessment**

14.1. The Academy has the same high expectations of the quality of pupils' work in RSHE as for other curriculum areas.

14.2. Lessons are planned to provide suitable challenge to pupils of all abilities.

14.3. Assessments are used to identify where pupils need extra support or intervention.

14.4. There are no formal examinations for RSHE; however, to assess pupil outcomes, the Academy will capture progress in the following ways: written assessments, self-evaluation, quizzes and tests as appropriate.

## **15. Staff Training**

15.1. Training will be provided by the curriculum leader of careers and personal development to the relevant members of staff on an as required to ensure they are up-to-date with the RSE and health education curriculum.

15.2. Training will also be scheduled around any updated guidance on the curriculum and any new developments, such as "sexting", which may need to be addressed in relation to the curriculum.

15.3. Appropriately trained staff will be able to give pupils information on where and how to obtain confidential advice, counselling and treatment, as well as guidance on emergency contraception and their effectiveness.

## **16. Monitoring Quality**

16.1. The curriculum leader of careers and personal development is responsible for monitoring the quality of teaching and learning for the subject.

16.2. The curriculum leader of careers and personal development will conduct subject assessments throughout the academic year, which will include a mixture of the following:

- Self-evaluations
- Lesson observations
- Topic feedback forms
- Learning walks
- Work scrutiny

16.3. The curriculum leader of careers and personal development will create annual subject reports for the Principal and Governors to report on the quality of the subjects.

16.4. The curriculum leader of careers and personal development will work regularly and consistently with the SLT Line Manager who will report back to the Principal. The Link Governor will be kept updated.

## **17. Monitoring and Review**

17.1. This policy will be reviewed on an annual basis.

17.2. Any changes needed to the policy, including changes to the programmes, will be implemented by the department.

17.3. Any changes to the policy will be clearly communicated to all members of staff and, where necessary, parents and pupils, involved in the RSHE curriculum.