



## Lode Heath School

<b>Name of Policy</b>	<b>Relationships and Sex Education Policy</b>
<b>Lead</b>	<b>Mr Matt Hickman</b>
<b>Governor Committee</b>	<b>BSII Committee</b>
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## 1. Aims

The aims of relationships and sex education (RSE) at our school 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 maintained secondary school, we must provide RSE to all students under the [Children and Social Work Act 2017](#).

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We must also have regard to our 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 Lode Heath, we teach RSE as set out in this policy.

As a secondary academy, we must provide RSE to all students under section 34 of the [Children and Social Work Act 2017](#).

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In teaching RSE, we're required by our funding agreements to have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We also have regard to legal duties set out in:

- Sections 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 Lode Heath, we teach RSE as set out in this policy.

### 3. Policy development

This policy has been developed in consultation with staff, students and parents. 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 school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to provide feedback about the policy
4. Student consultation – we investigated what the student council wanted from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

### 4. Definition

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

RSE involves a combination of sharing information and exploring issues and values.

RSE is not about the promotion of sexual activity.

### 5. Curriculum

Our RSE 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, students and staff, and taking into account the age, developmental stage, needs and feelings of our students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that students are fully informed and don't seek answers online.

### 6. Delivery of RSE

Elements of relationships and sex education are delivered through the enrichment curriculum. This includes fortnightly character and personal development lessons (CPD), curriculum in English, Science and Computing; alongside workshops and performances from external agencies such as Loudmouth theatre group.

Additional content is covered through the ongoing development of the form time and assembly programme. An overview of the content covered by each subject can be seen in the following table:

Subject	Content Contribution
CPD	Relationships and parenting, online safety
Science	Sex education
English	Relationships
Computing	Online safety

The work done in the enrichment programme encourages students to view their relationships in a morally responsible and healthy manner whilst equipping them with the skills to act upon reasoned decisions.

RSE 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.

All 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 students will relate to them and the diverse communities that children live within.
- Is sensitive to all students' experiences
- During lessons, makes students feel:
  - Safe and supported
  - Able to engage with the key messages

We will also:

- Make sure that students learn about these topics in an environment that's appropriate for them, for example in:
  - A whole-class setting
  - Small groups or targeted sessions
  - 1-to-1 discussions

- Digital formats
- Give careful consideration to the level of differentiation needed

## 6.2 Use of resources

We **will** consider whether any resources we plan to use:

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

## 7. Use of external organisations and materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to students. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
  - Are age-appropriate
  - Are in line with students' developmental stage
  - Comply with:
    - This policy
    - The [Teachers' Standards](#)
    - The [Equality Act 2010](#)
    - The [Human Rights Act 1998](#)
    - The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
  - What they're going to say
  - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use

- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers

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 RSE policy and hold the associate headteacher to account for its implementation.

### 8.2 The associate headteacher

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

### 8.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual students
- Responding appropriately to students whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE

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 associate headteacher.

### 8.4 Students

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

## 9. Parents' right to withdraw

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE 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 associate headteacher.

A copy of withdrawal requests will be placed in the student's educational record. The associate headteacher will discuss the request with parents and take appropriate action.

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

## 10. Training

Staff are consulted about training needs as part of the wider character and personal development programme. They are provided with support and additional training where needs are identified.

The associate headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE and to support students.

## 11. Monitoring arrangements

The delivery of RSE is monitored by Matt Hickman, Director of Extended Curriculum through:

- close collaboration with those staff who deliver content
- the provision of high quality teaching resources
- learning walks
- book trawls
- staff and student voice

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

This policy will be reviewed by Matt Hickman, Director of Extended Curriculum, annually. At every review, the policy will be approved by the teaching and learning committee.

## Appendix 1: Relationships and sex education curriculum map

### Character and Personal Development (CPD)

CPD content focuses on relationships and is selected to be age appropriate for each year group. All lessons are taught in a **dedicated relationships week**, allocated as follows:

	Lesson Content	Objectives		
		Challenge	More Challenge	Mega Challenge
Y7	Love and relationships – falling in love and dealing with new feelings.	Identify what can be expected as someone becomes romantically attracted or involved with someone else and the problems which may arise.	Describe what the case studies should do in the difficult romantic situations as well as what is and isn't appropriate.	Explain the meanings of new terms and use them in the correct context, analysing whether romantic love even exists at all.
Y8	Why do teenage parents have it so tough? How we can avoid teenage pregnancy.	Identify the challenges teen parents face as well as any positives about becoming a parent at a young age.	Describe options available to young people who find themselves in this situation, where help can be found and what help is available.	Analyse why it is harder to be financially stable when you are a young parent and explain the statistics behind teen pregnancy in the UK.
Y9	CSE – how are children and young people lured into dangerous relationships. What do these look like?	Correctly identify the warning signs of CSE and what we can do if we suspect a case of CSE.	Describe three most important red flags for both online and offline safety which suggest cases of CSE.	Explain the manipulation techniques used by abusers and why we should leave investigation to the authorities.
Y10	Parenting, the different types and styles and looking after a child.	Correctly identify all the different challenges a new parent faces. Identify the different styles of parenting and how to change and bathe a new baby.	Describe the challenges new parents face in detail and the different methods of parenting by answering case study questions in detail.	Explain using new key terminology, the biggest challenges faced by new parents, offering a variety of solutions to case studies.
Y11	Relationship types and sexuality	Describe different types of 'non traditional' relationships and ways we can make our school more LGBT+ inclusive.	Explain how we can take our best ideas for an inclusive school and put them into practice.	Analyse why western society moved towards a monogamous relationship between a man and a woman as being the norm and whether these 'traditional relationships' are actually superior.

## Science

RSE Content in Science focuses primarily on sex education. Content is covered where possible through lessons from the existing Science curriculum. A further **dedicated RSE week** for each year group ensures that content is not missed. Lessons are allocated as follows for each year group:

	Lesson Content	Objectives		
		Challenge	More Challenge	Mega Challenge
Y7	Puberty – what happens, when and why.	Identify the changes both males and females experience during puberty.	Describe the importance of these changes and why they happen.	Explain the meaning of new key scientific terms related to puberty.
Y7	Periods – what happens, when and why.	Correctly identify the different ways periods and the menstrual cycle affect us, what exactly happens and how we can manage our periods.	Describe the different hygiene products, how the menstrual cycle impacts on our emotional health and how we can best manage our periods.	Explain in scientific terms using new terminology how the menstrual cycle works and why periods can cause us to have health issues.
Y7	FGM – what is this and why is it so dangerous?	Identify what to look out for when a victim may have, or may be soon to experience, FGM.	Describe how girls are encouraged into the process and reasons why it is often unreported.	Explain why girls feel so much pressure, analyse the link between FGM and patriarchal societies and the main factors for why there are so few prosecutions for FGM.
Y8	How do we have safe sex and use different forms of contraception?	Describe some ways we can protect ourselves against unsafe sex.	Explain the pros and cons of particular forms of contraceptives and where the best place would be for a teenager to get advice and contraception.	Analyse where the incorrect myths about sex might come from and evaluate which type of contraception is best depending on a person's circumstances.
Y8	How do we keep good sexual health and avoid STIs?	Identify the most common STIs and the best ways of preventing them.	Describe the symptoms of the most common STIs and how we can protect ourselves from ever getting these diseases.	Explain why using protection is so important and which method of protection best prevents each of the most common STIs.
Y8	What is consent and why is it important we know about it?	Correctly identify cases where consent has or has not been given.	Describe the 'cup of tea' analogy and how it can be used to explain consent accurately.	Explain whether consent has been given in particular situations and how you know this.
Y9	Fertility and reproductive health issues (2 hours)	Correctly identify issues that cause reduced fertility in both males and females and how we can all look after our reproductive health.	Describe in detail, in response to case studies, the different ways people in particular circumstances need to make changes to improve their reproductive health.	Explain, using new terminology in the correct context some of the science behind reproductive health, relating appropriate solutions to the different health issues presented.

<b>Y10</b>	What is 'Good Sex'?	Correctly identify what makes good, safe, healthy sex.	Describe the factors we need to consider to enjoy a healthy sex life, what is normal and healthy and why.	Explain articulately how the case studies can manage healthy and fulfilling sex lives using new terminology in the correct context.
<b>Y10</b>	Why is it essential we know about consent, rape and sexual abuse?	Identify cases where sexual boundaries have been crossed and a crime has been committed,	Classify cases according to sexual crime, explaining how you know which it is. Describe whether society does enough to prevent these.	Explain why many people don't report sexual crimes and analyse whether our society could do more to prevent sexual crimes.
<b>Y10</b>	What do we mean when we talk about safe sex?	Describe what we mean when we talk about 'safe sex' and identify situations where sex is neither safe or legal.	Explain the dangers behind different unsafe sex scenarios, including chem sex and why these are unsafe or illegal.	Analyse what the short and long term consequences might be of different unsafe sex scenarios and explain these in detail.

## English

RSE Content in English focuses on relationships education. Many of the lesson themes are already covered within the existing English curriculum as a consequence of the texts that are studied. To ensure that the objectives are met explicitly, this is enhanced by a relationships week in the Spring term which covers the following content:

	Lesson Content	Objectives		
		Challenge	More Challenge	Mega Challenge
<b>Y7</b>	Keeping good friendships and avoiding toxic ones.	Correctly identify ways we can develop genuine friendships.	Describe how it can be difficult to always be a good friend.	Explain the difference between genuine friendships and toxic friendships.
<b>Y7</b>	Family relationships – the different types and why we don't always get along.	Identify the different types of family and the roles of family members.	Describe the changes in family roles since the 1950s	Explain why roles have changed and why we need to learn about different types of families.
<b>Y8</b>	How do we keep safe and positive relationships (on and off-line)?	Describe some ways of avoiding dangerous relationships and maintaining positive ones.	Explain ways dangerous people seek out the vulnerable and how not to fall for their traps.	Analyse how the internet could be made safer and how particular relationships could turn into negative situations if left unchecked.

<b>Y8</b>	What are domestic violence and abusive relationships?	Identify 'red flags' that someone may be in an abusive relationship.	Describe how a person in an abusive relationship could receive help and the services they can access.	Explain why a person may stay in an abusive relationship, even when it is making them feel bad and they know it is abusive.
<b>Y9</b>	What are forced and arranged marriages and what do we need to know?	Correctly identify cases of both arranged and forced marriages and begin to describe the differences.	Describe why certain case studies are forced or arranged and where victims can find help.	Explain the differences between forced and arranged marriages in detail and how a person can access help at different stages in the proceedings using new key terms.
<b>Y9</b>	Do we have healthy or unhealthy relationships with our role models?	Identify what makes someone a positive or negative role model. Research four media figures to see if they meet the criteria of positive role model and produce an informative and creative display board.	Describe in detail the issues young people face when they idolise poor role models, research and assess whether there is a link between the way some people idolise role models and their levels of self-esteem.	Explain, using today's key terminology in the correct context, why we see more of negative than positive role models in the media, evaluating the impact that could have on young people.
<b>Y10</b>	Harassment and stalking – what are these things and what does the law say about it?	Describe what constitutes stalking and harassment and what can happen if people don't take reports of this seriously.	Explain how victims are targeted, the abuse they suffer and correctly identify the different types of abuse and their effects.	Analyse why some people don't take stalking and harassment seriously, or feel it is more of an issue for celebrities. Explain how we identify stalking and harassment as acts of abuse.
<b>Y10</b>	Relationship Break Ups	Correctly identify how we can help our friends and ourselves to mend a broken heart after a break-up.	Describe the best ways we can help distract our friends and ourselves from grief and help manage emotions.	Explain the meaning of new key terminology and use these phrases articulately in the correct context to communicate key messages to others.

## Computing

RSE Content in Computing focuses on staying safe online with particular focus on sharing of images and pornography. All content is covered in KS3 with one lesson allocated per year group. The Y7 lesson is covered in the Autumn term whilst Y8 and Y9 lessons are covered in the Spring term.

		Objectives		
	Lesson Content	Challenge	More Challenge	Mega Challenge
Y7	What is sexting and why is it so risky to send personal images?	Identify the dangers of sexting and whether sexting case studies are committing criminal offenses or not.	Describe the consequences of sexting and the legal consequences for those breaking the law.	Explain both long and short term consequences of sexting and analyse why the age of consent for sex differs from consent to sexting.
Y8	What is pornography and why can it be dangerous?	Correctly identify ways pornography can be harmful, both to viewers and people involved in the industry.	Describe some of the structural changes to the brain which can happen from continuous viewing of pornography and the devastating way it can impact on lives.	Explain how desensitization can ruin healthy sex lives and the long term impact a growing porn industry has on our society.
Y9	Revenge Porn – what is this and how can we prevent ourselves from being victims?	Correctly identify what to do to prevent revenge porn and what to do if you become a victim.	Describe the long and short term consequences of sharing intimate images with partners or friends.	Explain, using new terminology in the correct context the legal, short and long-term consequences for perpetrators and victims.

## Appendix 2: RSHE statutory requirements from the Department for Education.

By the end of secondary school students should know:

TOPIC	STUDENTS SHOULD KNOW
Families	<ul style="list-style-type: none"> <li>• That there are different types of committed, stable relationships</li> <li>• How these relationships might contribute to human happiness and their importance for bringing up children</li> <li>• 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</li> <li>• Why marriage is an important relationship choice for many couples and why it must be freely entered into</li> <li>• The characteristics and legal status of other types of long-term relationships</li> <li>• The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</li> <li>• 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</li> </ul>
Respectful relationships, including friendships	<ul style="list-style-type: none"> <li>• 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</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• 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)</li> <li>• 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</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</li> <li>• That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</li> <li>• What constitutes sexual harassment and sexual violence and why these are always unacceptable</li> <li>• 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</li> </ul>

TOPIC	STUDENTS SHOULD KNOW
Online and media	<ul style="list-style-type: none"> <li>• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</li> <li>• 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</li> <li>• Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</li> <li>• What to do and where to get support to report material or manage issues online</li> <li>• The impact of viewing harmful content</li> <li>• 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</li> <li>• That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</li> <li>• How information and data is generated, collected, shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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)</li> </ul>

TOPIC	STUDENTS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</li> <li>• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</li> <li>• That they have a choice to delay sex or to enjoy intimacy without sex</li> <li>• The facts about the full range of contraceptive choices, efficacy and options available</li> <li>• The facts around pregnancy including miscarriage</li> <li>• 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)</li> <li>• 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</li> <li>• About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</li> <li>• How the use of alcohol and drugs can lead to risky sexual behaviour</li> <li>• How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</li> </ul>

### Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent/carer signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	