



The High School
Leckhampton

Relationships &
Sex Education
Policy
May 2025-2028

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1. Values and Aims

At the High School Leckhampton, we want to nurture well-informed and connected citizens who are prepared to thrive in all aspects of modern life. Relationships and Sex Education (RSE) is taught within the personal, social, health and economic curriculum, which is part of the school's Personal Development programme. This is carefully designed to meet statutory requirements, including those related to RSE, offering a progressive, age-appropriate program that empowers students to develop their own healthy values system, based on balanced information delivered in a safe and supportive environment.

Relationships and Sex Education at The High School Leckhampton aims to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Help young people understand the value of a loving and healthy relationship, regardless of the form it takes, stable family life and the responsibility of parenthood.

2. Statutory Requirements

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

In teaching RSE, 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](#).

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 The High School Leckhampton, we teach RSE as set out in this policy.

3. Policy Development

This policy has been developed in consultation with key stakeholders. The consultation and policy development process involved the following steps:

1. Review – a member of the senior leadership team 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/carers and any interested parties were invited to attend a meeting about the policy
4. Ratification – once amendments were made, the policy was shared with governors and ratified

Student voice opportunities are provided at key points and views are taken into account when reviewing the delivery of the RSE curriculum each year.

4. Definition

RSE is about the emotional, social and cultural development of pupils, 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/carers, pupils and staff, and taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and do not seek answers online.

We will share all curriculum materials with parents and carers upon request.

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum, which is part of the school's personal development programme. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in Philosophy, Beliefs and Ethics lessons (PBE).

Key Stage 3 students have one Personal Development lesson per fortnight; At Key Stage 4 students have one lesson per week. Additional Personal Development time is provided through half-termly *Life Lab* workshop sessions, of two hours each, and further opportunities found within the morning and afternoon registration times.

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 *Appendix 1*.

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBTQ+ parents, families headed by grandparents, adoptive parents and foster parents/carers, amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children or young carers).

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

6.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
 - Safe and supported
 - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an appropriate environment 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, consulting with the SENCO where required.

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 pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- 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 pupils' experiences and won't provoke distress

7. Use of External Organisations and Materials

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

The school remains responsible for what is said to pupils. 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 pupils' 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 are 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
- Share all external materials with parents and carers at their request

We will not, 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 Body

The Governing Body will approve the RSE policy and hold the Headteacher to account for its implementation.

8.2 The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school.

8.3 The Assistant Headteacher

The Assistant Headteacher – Community, Enrichment and Personal Development is responsible for responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non-statutory/non-science components of RSE.

8.4 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils

- Following safeguarding procedures should a student make a disclosure. If such a disclosure is made, staff will follow the school's procedures regarding:
- Disclosure or suspicion of possible abuse
- Disclosure of pregnancy.
- Making students who disclose information aware that it is not always possible to keep disclosures confidential, whilst remaining sensitive to the student's needs and offering appropriate support.

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 Assistant Headteacher – Community, Enrichment and Personal Development.

8.5 Students

Students are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. This includes respecting their own, and the privacy of, others. They are also discouraged from disclosing intimate details which are likely to cause subsequent embarrassment.

9. Parents' Right to withdraw

Parents/carers have the right to withdraw their child from the non-statutory 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 2 of this policy and addressed to the Assistant Headteacher with responsibility for Personal Development.

A copy of withdrawal requests will be placed in the pupil's educational record. The Assistant Headteacher will discuss the request with parents/carers and take appropriate action. Once a child has been withdrawn, they cannot take part in further sex education lessons without parental approval.

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

10. Training

Staff are given appropriate training and it is included in our continuing professional development calendar.

The Assistant Headteacher in charge of Personal Development, 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, as appropriate.

11. Monitoring arrangements

The delivery of RSE is monitored by the Assistant Headteacher – Community, Enrichment and Personal Development, through:

- Learning walks and lesson observations
- Book scrutiny
- Post-reporting data analysis
- Additionally, pupil, staff and parent voice is actively sought at planned points throughout the year.

This policy will be reviewed annually by the Assistant Headteacher. At every review, the policy will be approved by the governing body.

12. Links with other policies

This policy links to the following policies and procedures:

- Visiting Speaker Policy

Rights Respecting School Statement

The contents of this policy have been reviewed taking into account The High School Leckhampton's responsibilities as a Rights Respecting School. In particular, our commitment to the following articles of the Convention of The Rights of The Child:

Article 28: (Right to Education): *The Convention places a high value on education. Young people should be encouraged to reach the highest level of education of which they are capable.*

Article 29: (Goals of Education): *Children's education should develop each child's personality, talents and abilities to the fullest. It should encourage children to respect others, human rights and their own and other cultures. It should also help them learn to love peacefully, protect the environment and respect other people.*

Appendix 1: Curriculum Map

Relationships and Sex Education Curriculum Map

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

Online and media	<ul style="list-style-type: none"> ▪ Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online ▪ About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online ▪ Not to provide material to others that they would not want shared further and not to share personal material which is sent to them ▪ What to do and where to get support to report material or manage issues online ▪ The impact of viewing harmful content ▪ That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners ▪ That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail ▪ How information and data is generated, collected, shared and used online
Being safe	<ul style="list-style-type: none"> ▪ The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships ▪ How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> ▪ How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship ▪ That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing ▪ The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women ▪ That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others ▪ That they have a choice to delay sex or to enjoy intimacy without sex ▪ The facts about the full range of contraceptive choices, efficacy and options available ▪ The facts around pregnancy including miscarriage ▪ That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help) ▪ How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing ▪ About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment ▪ How the use of alcohol and drugs can lead to risky sexual behaviour ▪ How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

Appendix 2: Parent/Carer Form: Withdrawal from Sex Education within RSE

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

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