



Leigh Academy Hugh Christie

Policy name

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Revision Log

Date	Version	Brief detail of change

Education for a better world

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Aims

The aim of RSE is to equip children and young people with the information, skills and values to have safe, fulfilling and enjoyable relationships, and to take responsibility for their sexual health and wellbeing. Effective RSE can make a significant contribution to the development of the personal skills needed by students if they are to establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and wellbeing in conjunction with teaching them to respect themselves and others, moving forward with confidence from childhood, through adolescence into adulthood.

Through our Personal Development Programme, we aim to prepare students for the increasingly complex world we find ourselves in, ensuring that we foster pupil wellbeing and develop their resilience, so that they can become happy and successful members of today's society. The curriculum has been carefully produced and sequenced, taking into account age appropriateness, providing pupils with the knowledge that will enable them to make educated decisions on aspects such as wellbeing, the online world, and knowledge on relationships, as well as providing guidance on how to seek advice and support. This knowledge and guidance will allow students to make sound decisions regarding complex contexts. The curriculum is aligned with the Government's Statutory guidance on Relationships and Sex Education (RSE) (September 2020) and the PSHE Association objectives.

The Relationships and Sex Education (RSE) policy is underpinned by the ethos and values of our school and we uphold it as an entitlement for all our students. We recognise the need to work as a whole school community to ensure a shared understanding of RSE and the under-pinning values and to deliver an effective programme that meets the needs of our students. Through effective delivery of our RSE within the Personal Development programme it is the aim of Leigh Academy Hugh Christie to:

- Empower young people who are growing up in an increasingly complex world, giving them the tools to live their lives seamlessly on and offline.
- Through an evidenced based approach, we will establish safe learning environments to provide students with the opportunity to be equipped with factual information, knowing when and how to seek support in specific situations.
- Support students to develop an understanding of how to live a safe and healthy lifestyle, in addition to having successful personal, social and academic lives.
- Prompt students to explore the risks and challenges in life around aspects of relationships and sex; in which we aim to foster resilience and character in overcoming and avoiding difficulties in these areas.
- Develop the IB learner attributes such as being principled, open-minded and caring.

Definition

We define Relationships and Sex Education as imparting information that promotes an understanding of healthy relationships, sexual health, sexuality, healthy lifestyles, diversity

and personal identity. It will support the emotional, social and cultural development of students, and involve the sharing of information in conjunction with exploring issues and values enabling students to make appropriate and safe choices. RSE is not about the promotion of sexual activity.

Statutory Requirements

The Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships and Sex Education (RSE) compulsory for all students receiving secondary education. This is statutory guidance from the Department of Education, which has been issued under Section 80A of the Education Act developed in 2002, and section 403 of the Education Act 1996. This is supported by Leigh Academy Hugh Christie.

Roles and Responsibilities

The Governing Body	As well as fulfilling their legal obligations, the governing body will approve and ratify the RSE policy.
The Principal and the Senior Leadership Team	The Principal is responsible for ensuring that the RSE curriculum is taught consistently across the school and is meeting the needs of all students. The Principal and the Assistant Principal for Personal Development will manage requests to withdraw pupils from some or all of sex education delivered as part of statutory RSE.
All Staff	Staff are responsible for: <ul style="list-style-type: none"> • Delivery of RSE sessions, emphasising how to have sensitive discussions • Modelling positive attitudes towards RSE • Providing quality first teaching, which emphasises high quality, inclusive teaching of all pupils in the class • Responding to pupils whose parents wish them to be withdrawn from the non-science components of sex education. • Following the schools safeguarding policies when required. • 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 Personal Development Lead or the Principal.
Students	Students are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity and uphold confidentiality.

RSE Curriculum Intent

RSE is taught within the personal, social, health, religious and economic (PSHRE) education curriculum. The biological aspects of RSE are taught within the science curriculum, and other aspects are included in PSHRE lessons and Advisory sessions.

Students receive 1 hour per week of PSHRE, through which we will adopt a spiralled approach to learning in the design of the RSE curriculum. Through our spiralled approach, the RSE curriculum meets the personal development needs of students at age appropriate times in their lives. The aim is to provide a safe and supportive learning environment where young people develop the confidence to ask questions, challenge information shared, express their own views and experiences, and put what they have learned into practice within their own lives. In doing so, students will keep both themselves and others safe, living happy fulfilling lives.

Study within the RSE curriculum will include:

Attitudes and Values:

- Learning the importance of values and individual conscience and moral considerations.
- Learning the value of family life, marriage, and stable and loving relationships for the nurture of children;
- Learning the value of respect, love and care;
- Exploring, considering and understanding moral dilemmas Personal and Social

Skills:

- Develop self respect and empathy for others.
- Develop awareness of resilience and how this impacts wellbeing and relationships.
- Being able to challenge their own negative thoughts regarding body image, negative comments or judgements.
- Explore a range of coping strategies for difficult situations, such as conflict, including knowing where to get help or support.
- Identify what makes positive and negative relationships and explore roles within them
- Being able to recognise and avoid abuse and exploitation

Knowledge and Understanding:

- Examine responsibilities for online and personal safety.
- Examine the changes both emotionally and physically throughout puberty and ways to manage these.
- Acquire knowledge about safer sex and sexual health to ensure they are equipped to make informed healthy choices as they progress through adult life.
- The dangers of pornography and laws related to this.
- Consent and healthy sexual relationships.
- The dangers of sexting and impacts of this legally, personally and emotionally.
- Pregnancy, miscarriage, contraception methods.
- Examine diversity in terms of sexual orientation and gender identification.
- FGM and the risks this poses for young people.
- Understanding what is sexual exploitation; including the dangers of grooming, trafficking and coercion.

RSE Curriculum Implementation

Lessons will be varied in approach and delivery, including a mixture of discussion based learning, video clips and written tasks. Scenario based learning features heavily too, allowing students to apply knowledge learnt to situations that could occur during their own lives.

Appropriate use of language

The language used across the academy during implementation of the RSE curriculum must be acceptable and appropriate.

All staff will:

- Use inclusive language (such as partner instead of boyfriend/girlfriend).
- Use correct terminology as this is deemed good practice.
- Avoid the use of any slang.

It is good practice to use medically correct terms for genitalia and sexual parts of the body, for example vulva, vagina, penis and testicles. Ofsted provides full support for this approach (2013) and have raised concerns that some schools are currently failing to teach this vocabulary because this leaves children unable to describe abusive behaviours. The use of respectful language which challenges sexism, homophobia and other forms of prejudice can be established in RSE and will have benefits for the whole school community – both in and out of lessons. Ofsted found that casual use of homophobic language in schools is often unchallenged (2013) and as an academy we are committed to ensuring this is not the case.

Safe and Effective Implementation

The delivery of the RSE curriculum will be completed by teachers of PSHRE, who will be trained and supported by the PSHRE Coordinator and the Assistant Principal. No teachers will be forced to deliver content in an area they feel is inappropriate or uncomfortable doing so. The safety of students will be paramount, and we will ensure that a safe learning environment is established with all classes. It will be made clear to students that a level of anonymity should be used where possible, creating 'distancing' from individuals within the school or local setting.

Whilst all teachers will be clear on establishing a safe learning environment, it will be made clear to students that information may be passed on to safeguarding colleagues in the event that it is required.

Safeguarding

Some issues may result in children and young people making disclosures which will be addressed in line with school safeguarding policy and procedures. Teachers who deliver RSE are fully aware and trained to know that topics involved could lead to various child protection and safeguarding disclosures.

In the 'Safe and Effective Implement' section, it is outlined how risk to students and staff within lessons is minimized. In the event that a disclosure or event occurs that requires the support of the safeguarding team the practices outlined in the academy safeguarding policy will be implemented and staff will follow the policy with regard to confidentiality. Students should also be made aware of the boundaries of confidentiality should they choose to make a disclosure to a member of staff. A member of staff cannot promise confidentiality if concerns exist.

Any visitors coming to the academy to support RSE learning will need to be DBS checked, and will always be supported by a member of staff when in contact with students. Information that is to be shared by external visitors will need to be shared with the PSHRE Coordinator prior to the visit.

Parents Right to Withdraw

Parents have the right to withdraw their children from the non-statutory/non-science components of RSE. Requests for withdrawal should be put in writing and addressed to the Assistant Principal for Personal Development and the Principal. A copy of withdrawal requests will be placed in the student's educational record. A member of the leadership team will discuss the request with parents and the benefits of receiving such education will be expressed by the academy and any detrimental effects this could have for the child. Once discussions have taken place, the school will take the appropriate action and respect the parents wishes up to and including three months prior to the child's 16th birthday. After this point, the child will determine whether they receive sex and relationships education.

There is no right to withdraw from relationships or health education. If a parent wishes to withdraw their child from learning regarding sex education then the parent, not the school, will be responsible for providing their child their own alternative PSHE provision and education including resources they may need.

Training

Staff are trained on the delivery of RSE as part of their Inset Days and it is included in our continuing professional development calendar. Teachers will be required to stay up to date with global developments and laws related to the content covered. All of such items will be discussed at frequent departmental meetings and joint planning sessions.

Monitoring, Reporting and Evaluation

Teachers will critically reflect upon the delivery, content and curriculum design at regular intervals within the academic year. This will be influenced by pupil engagement and feedback, as well as that from observations by the senior leadership team.

Teachers will be required to stay up to date with global developments and laws related to the content covered. All of such items will be discussed at frequent departmental meetings and joint planning sessions.

RSE Policy Review

This policy will be reviewed by Kathryn Harlin as Assistant Principal for Personal Development, with support from the Senior Leadership team. This will ensure that the guidance above is in line with Ofsted, supportive of Statutory PSHE and RSE and in line with the PSHE Association objectives. This policy will be reviewed in September 2026.