



Leigh Academy
Halley

Relationships and Sex Education Policy



LEIGH
Academies Trust

September 2024

Mission, Vision, Values and Ethos

Our Vision Statement:

Leigh Academy Halley is a place of opportunity where respect, resilience, integrity and collaboration matters. We are a caring community where everyone feels safe, valued and empowered to explore, experience and achieve.

We are proud, articulate, confident, independent learners equipped to take our place in wider society. As lifelong learners we develop our international mindedness and intercultural understanding. This is so that we are in a position to pursue our aspirations and interests as responsible members of a global society who respect and appreciate diversity.

Our Mission:

“Together we inspire, learn and achieve”

Our Values and Ethos:

At Leigh Academy Halley, our values are the cornerstone of everything we do.

Respect

We expect everyone to take responsibility for their learning and be lifelong learners.

Achievement

We aspire to achieve our full potential in everything we do.

Collaboration

We enrich the experiences of all through our local, national and international partnerships. We do this by working together to achieve excellence.

Integrity

We embrace the opportunities we are presented with to show our strong moral principles, the IB learner profile and our respect and acceptance for others.

Resilience

We empower all to develop a ‘can do’ attitude and have confidence in their ability to progress in the face of challenges.

Policy Review Dates		
Date	Description	
09.07.2024	Addition of parents' rights to withdraw from part or all of RE lessons	2024/2025

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1. Aims

Leigh Academy Halley is aware that children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. The aim of RSE is therefore, to give young people the information they need to support them to develop healthy, nurturing relationships of all kinds.

The aim of relationships and sex education (RSE) at Leigh Academy Halley is to complement our values of respect, achievement, collaboration, integrity and resilience. In our teaching, we will:

- 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. Recognise risks, harmful content and contact, and how and when to report issues to keep them safe online
- Teach students the correct vocabulary to describe themselves and their bodies, within the law, be well equipped to make decisions for themselves about how to live their own lives in the future, whilst respecting the right of others to make their own decisions and hold their own beliefs.

2. Statutory Requirements

We continue to use the DfEE (now DfE) definition of sex and relationships education; 'It is the lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health' (DfEE 'Sex and Relationship Guidance', 2000). The current terminology has been changed from 'Sex and Relationships Education' to 'Relationships and Sex Education' in recognition of the foundational importance of positive and healthy relationships to the understanding of sex education. This change in terminology is reflected in the Government's most recent guidance (Department for Education, "Policy Statement: Relationships Education, Relationships and Sex Education and Personal, Social, Health and Economic Education" March 2017) outlining the statutory duty on schools to provide this aspect of the curriculum.

As a secondary academy we must provide RSE to all students as per 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](#).

At Leigh Academy Halley we teach RSE as set out in this policy. Current regulations and guidance from the Department for Education state that the RSE policy complements the following documents that inform Leigh Academy Halley's RSE policy:

- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping Children Safe in Education – Statutory safeguarding guidance

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 researched, collated and refined all relevant information including relevant national and local guidance.
2. Parent consultation – parents and any interested parties were consulted through a survey and were then invited to attend a meeting about the policy.
3. Staff consultation – all academy staff were given the opportunity to look at the policy and make recommendations.
4. Student consultation – through a working party, composed of representation from each year group, we investigated what exactly students want from their RSE lessons.
5. Ratification – once amendments were made, the policy was shared with Governors and ratified.

4. Definition

This document uses 'RSE' to include both relationships education and relationships and sex education. This policy covers our academy's approach to relationships and sex education as set out in the Department for Education Statutory Guidance for RSE in Secondary schools 2020.

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

We have developed the RSE curriculum in consultation with parents, students and staff, taking into account the age, needs and feelings of students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Our RSE Programme will be planned based on; the PSHE Association Schemes of Work, our academy created resources and through the lessons from the Hodder Education PSHE resources which are designed with the new Key Stage 3 and Key Stage 4 RSE and PSHE Framework in mind. Lessons will include a wide range of activities and high quality resources to promote understanding. Students will be given opportunities to discuss and reflect on work and we will use a variety of different assessment methods to gauge student progress and understanding.

We will ensure a safe learning environment by ensuring that teachers and students agree to ground rules before the delivery of RSE. These are referred to before every lesson to remind students each and every time of the high expectations for successful delivery of lessons. Students will be taught to and expected to use distancing techniques which depersonalise the situations under discussion. These are used because they enable students to explore issues safely because they are not speaking or acting as themselves. Students' questions will be answered by the class teacher. Sensitive issues will be handled by teachers with care and with the support of the academy's Small School model and Designated Safeguarding Leads.

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. In the case this occurs, teachers will consult with the appropriate member of the academy Safeguarding Team and follow procedures as stated in the Academy Safeguarding Policy which can be found on the Academy website. Visitors and external agencies which support the delivery of RSE will be required to present DBS checks and will be required to read our Academy Safeguarding Policy. The protocol for inviting visitors into lessons is overseen by the RSE Lead and we only use agencies and charities whose work with schools has been monitored and quality assured beforehand.

Our curriculum is set out as per Appendix 1 which we may need to adapt when necessary.

6. Delivery of RSE

The RSE Programme has been designed by the RSE Lead and is delivered in tutor time by the form tutor. Biological aspects of RSE are taught within the science curriculum. Our RSE curriculum is delivered through our values sessions. All year groups have one value lesson every week. Our curriculum is delivered through 5 themes that are explored throughout the year for each year group: Your World, Your Wellbeing, Your Future, Yourself and Your Community. It is taught as a spiral curriculum and as a result, the students will revisit and build upon prior knowledge and learning.

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 Social Media
- Being safe
- Intimate and sexual relationships, including sexual health

We acknowledge that high-quality, evidence-based and age-appropriate teaching can help students prepare for the opportunities, responsibilities and experiences of adult life as well as promoting the spiritual, moral, social, cultural, mental and physical development of students both at school and in society. RSE will be set in the context of a wider whole-school approach to supporting students to be safe, happy and prepared for life beyond school. The curriculum on relationships and sex will complement and be supported by the Academy's wider policies on behaviour, inclusion, respect for equality and diversity, anti-bullying and safeguarding. RSE will sit within the context of the Academy's broader ethos and approach to developing students socially, morally, spiritually and culturally; and its pastoral care system.

The curriculum on health education will similarly complement, and be supported by the Academy's education on healthy lifestyles through physical education, food technology, science and its extra-curricular activity. The curriculum has been designed in close collaboration with colleagues in related curriculum areas to ensure Relationships Education, RSE and Health Education programmes complement each other and do not duplicate content covered in national curriculum subjects such as science, computing and PE.

Effective teaching will ensure that core knowledge is broken down into units of manageable size and communicated clearly to students, in a carefully sequenced way, within a planned programme of lessons.

Teaching will include sufficient well-chosen opportunities and contexts for students to practise applying and embedding new knowledge so that it can be used skilfully and confidently in real life situations. There will be opportunities using this spiral curriculum for prior learning to be addressed and interleaved into all topic areas, embedding the teaching and learning philosophies that underpin our academy's teaching ethos.

As far as is appropriate, young people with special educational needs follow the same RSE programme as all other students. Careful consideration is given concerning the level of differentiation needed, and in some cases the content or delivery will be adapted. Learning Support Assistants work with individual students where required, sometimes on a one to one basis. It is the academy's policy not to withdraw young people with special educational needs from RSE to catch up on other national curriculum subjects, as we believe that these aspects of personal and social development are as important as academic achievement.

For more information about our RSE curriculum, see Appendices 1 and 2.

7. Roles and Responsibilities

7.1 The Governing Board

The Governing Board will approve the RSE policy, and hold the Principal to account for its implementation.

7.2 The Principal

The Principal 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 8).

7.3 RSE Lead

The RSE Lead is responsible for the design of the RSE curriculum, ensuring that it covers the statutory requirements. They will also ensure CPD opportunities are available for staff throughout the academic year.

7.4 Tutors

Tutors 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 Principal.

7.5 Directors of Progress

The DoPs, including the Head of Sixth Form are expected to monitor the delivery of the values curriculum through scheduled learning walks every module, helping to support the RSE Lead.

7.6 Students

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

8. Parents' Right to Withdraw

Parents/carers will be informed about the policy through mail, along with the RSE curriculum plan and a Google Form to allow for parent feedback. The policy will be available to parents through the Academy website. Parents can request to view the curriculum (available on the Academy website) and also can request to view the resources, discuss any aspects of the curriculum and the lessons with the teacher in charge of the RSE curriculum, in the first instance. These requests are to be made to Mr E Godina at ernesto.godina@@halley.latrust.org.uk.

We are committed to working with parents and carers by collating all responses from the Google Form and inviting Parents to an RSE Parent Information Evening. We work closely with parents to ensure that they are fully aware of what is being taught and provide additional resources and support through the Academy

website.

We will notify parents when Relationships and Sex education will be taught, by email. Parents will not be able to withdraw their child from any aspect of Relationships Education or Health Education but they will be able to withdraw their child (following discussion with the academy) from any or all aspects of Sex Education, other than those which are part of the science curriculum, up to and until three terms before the age of 16. In addition to this, parents can withdraw their child from all or part of the Religious Education lessons. Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Principal. A copy of withdrawal requests will be placed in the student's educational record. The Principal will discuss the request with parents and take appropriate action. Where students are withdrawn from sex education, schools should document the process and will have to 'ensure that the student receives appropriate, purposeful education during the period of withdrawal.' (Department for Education, "Policy Statement: Relationships Education, Relationships and Sex Education and Personal, Social, Health and Economic Education" March 2017).

9. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar every term, during twilight training and INSET days. The staff bulletin is also used as a means to support our staff in the delivery of the RSE programme. Drop in sessions are also available for all staff every three weeks.

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

10. Monitoring Arrangements

The delivery of RSE is monitored by the Assistant Principal in charge of RSE through:

Learning walks that take place throughout each module. Our Directors of Progress assist the RSE Lead and conduct reviews that focus on the delivery of the sessions and the progress that is made by all students.

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

Teachers will critically reflect on their work in delivering RSE through staff surveys, as well as meetings and training sessions for form tutors and those delivering aspects of RSE to students to ensure that consistent messages are taught across the Academy. RSE will be regularly discussed at staff and Governors' meetings. Policies, Curriculum and external agencies will be audited at least yearly. Students will have opportunities to review and reflect on their learning during lessons and will complete student voice surveys and questionnaires which will be influential in adapting and amending planned learning activities for the future.

This policy will be reviewed by the Assistant Principal in charge of RSE in September 2024. This will ensure that the policy is up to date and fully relevant to the provision of Statutory RSE at Leigh Academy Halley. At every review, the policy will be approved by the Governing body and the Principal.

Appendix 1: Curriculum Map

[Values and RSE sessions Outline](#)

Appendix 2: By the end of secondary school students should know

Topic	Students 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 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	<p>The characteristics of positive and healthy friendships (in all contexts, including online) include: 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</p> <ul style="list-style-type: none"> ● 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

<p>Online and media</p>	<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
<p>Being safe</p>	<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)
<p>Intimate and sexual relationships, including sexual health</p>	<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 pressuring 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 3: Parent form: withdrawal from sex education within RSE

To be completed by parents			
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 academy to consider			
Parent signature			

To be completed by the academy			
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Agreed actions from discussion with parents	
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