



# Relationships, Sex and Health Education Policy

North Kesteven Academy  
2025-2026

Contents

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North  
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Academy  
*Think Excellence*

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## **1. Statement of Intent**

At North Kesteven Academy, we understand the importance of educating students about sex, relationships and their health, for them to make responsible and well-informed decisions in their lives.

The teaching of RSHE can help to prepare students for the opportunities, responsibilities and experiences of adult life. It allows us to promote the spiritual, moral, social, cultural, mental and physical development of students at academy and in the wider society.

We have an obligation to provide students with high-quality, evidence and age-appropriate teaching of these subjects. This policy outlines how the academy's RSHE curriculum is organised and delivered, to ensure it meets the needs of all students.

## **2. Legal Framework**

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

- Equality Act 2010
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Children and Social Work Act 2017
- DfE (2024) 'Keeping children safe in education 2024'
- DfE (2021) 'Teaching about relationships, sex and health'
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2015) 'National curriculum in England: science programmes of study'

This policy operates in conjunction with the following academy policies:

- Behaviour Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Anti-bullying and Conflict Resolution Policy
- Child Protection and Safeguarding Policy

## **3. Roles and Responsibilities**

The governing board will be responsible for:

- Ensuring the RSHE curriculum is well-led, effectively managed and well-planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring that teaching is delivered in ways that are accessible to all students with SEND.
- Providing clear information to parents on the subject content and the right to request that their child is withdrawn.
- Ensuring RSHE is resourced, staffed and timetabled in a way that ensures the academy can fulfil its legal obligations.
- Creating and keeping up-to-date a separate written statement of this policy and ensuring the statement is published on the academy's website and provided free of charge to anyone who requests it.
- Ensuring that all teaching staff receive ongoing training on issues relating to PSHE and RSHE and how to deliver lessons on such issues.

- Ensuring that all staff are up to date with policy changes, and familiar with academy policy relating to RSHE.
- Ensuring that the RHSE curriculum covers the teaching of safeguarding including in relation to online safety.

The headteacher will be responsible for:

- The overall implementation of this policy.
- Ensuring all staff are suitably trained to deliver the subjects.
- Ensuring there is adequate time on the timetable to deliver RSHE as a statutory curriculum subject.
- Ensuring parents are fully informed of this policy.
- Reviewing all requests to withdraw students from non-statutory elements of the RSHE curriculum.
- Discussing withdrawal requests with parents, and the student 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 students receive appropriate, purposeful education during the period of withdrawal.
- Encouraging parents to be involved in consultations regarding reviews of the academy's RSHE curriculum.
- Ensuring this policy is reviewed on an annual basis.
- Reporting to the governing board on the effectiveness of this policy and the curriculum.

The Head of PSHE and Careers will be 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 other 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, 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 student performance.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the headteacher.

The DSL will be responsible for:

- Offering advice and consultation for safeguarding-related subjects in the RSHE curriculum.
- Promoting knowledge and awareness of safeguarding issues amongst staff.
- Being an appropriate point of contact for staff who have concerns about the welfare of a student that have arisen through the teaching of RSHE.
- Organising a safe space for students to go should they need additional support or time to talk after an RSHE session.
- Ensuring staff teach in a trauma-informed manner and are particularly mindful of more vulnerable students who may have Adverse Childhood Experiences or potential triggers related to material.

Subject teachers will be responsible for:

- Acting in accordance with, and promoting, this policy.
- Delivering RSHE in a manner that is sensitive, of 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 SENCO to identify and respond to individual needs of students with SEND. Liaising with the Head of PSHE and Careers on key topics, resources and support for individual students.
- Monitoring student progress in RSHE.
- Reporting any concerns regarding the teaching of RSE or health education to the RSHE subject leader or a member of the SLT.
- Reporting any safeguarding concerns or disclosures that students may make as a result of the subject content to the DSL.
- Providing an inclusive approach to lesson delivery.
- Responding appropriately to students whose parents have requested to withdraw them from the non-statutory components of RSE, by providing them with alternative education opportunities.
- Engaging in training in relation to the teaching of safeguarding, including in relation to online safety.

The SENCO will be responsible for:

- Advising teaching staff how best to identify and support students' individual needs.
- Advising staff on the use of LSAs in order to meet students' individual needs.

## 4. Organisation of the RSHE Curriculum

For the purpose of this policy:

- “**RSHE**” is used to refer to the overall programme of relationships, sex and health education.
- “**RSE**” refers to relationships and sex education and is defined as teaching students about developing healthy, nurturing relationships of all kinds, and helping them to understand human sexuality and to respect themselves and others.
- “**Health education**” is defined as teaching students about how they can make good decisions about their own health and wellbeing, and how physical health and mental wellbeing are interlinked.

The RSHE curriculum has been developed, and will be monitored and reviewed, in consultation with teachers, students and parents / carers, and in accordance with DfE recommendations.

We will gather the views of teachers, students and parents / carers through student and staff evaluation of Learning for Life Days. Parents / carers are consulted at the review stage of the policy which is then ratified by governors.

The majority of the RSHE curriculum is delivered through P.D.T. (Personal Development Time) Learning for Life Days and assemblies as appropriate, with statutory elements taught via the science curriculum. The RSHE subject leader will work closely with their colleagues in related curriculum areas to ensure the curriculum complements and does not duplicate the content covered in national curriculum subjects.

The academy will ensure that the curriculum remains in line with the DfE’s ‘Relationships Education, Relationships and Sex Education (RSE) and Health Education’ guidance at all times.

The academy will consider the context and views of the wider local community when developing the curriculum to ensure it is reflective of circumstances in the local area. The religious background of all students will also be considered when planning teaching, to ensure all topics included are appropriately handled.

The RSHE curriculum will be informed by topical issues in the academy and the wider community, to ensure it is tailored to students’ needs.

Our curriculum is set out as per Appendix 1 but we may, and will, adapt it as and when necessary.

## 5. RSE subject overview

RSE will continue to develop students’ knowledge on the topics taught at a primary level, in addition to the content outlined in this section.

### Families

By the end of secondary school, students will know:

- 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 or civil partnership is an important relationship choice for many couples and why it must be freely entered into.
- About the characteristics and legal status of other types of long-term relationships.
- About the roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting.

Students will also know 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 recognise this in others' relationships.
- Seek help or advice, know how and where to seek this advice if needed, including reporting concerns about others.

### **Respectful relationships, including friendships**

By the end of secondary school, students will know:

- About 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 relationships.

Practical steps they can take in a range of different contexts to improve or support respectful relationships.

- How stereotypes, particularly those based on sex, gender, race, religion, sexual orientation or disability, can cause damage, e.g. how they might normalise non-consensual behaviour.
- That in school and 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 seek help.
- About the types of behaviour in relationships that can be criminal, including violent behaviour and coercive control.
- What constitutes sexual harassment and violence and why these are always unacceptable.
- About the legal rights and responsibilities regarding equality, with reference to the protected characteristics defined in the Equality Act 2010, and that everyone is unique and equal.

### **Online and media**

By the end of secondary school, students will know:

- Their rights, responsibilities and opportunities online, and that the same expectations of behaviour apply in all contexts.
- About online risks, including that material shared with another person 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 they receive.
- 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 is a criminal offence which carries severe penalties, including jail.
- How information and data is generated, collected, shared and used online.

### **Being safe**

By the end of secondary school, students will know:

- About 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 – this includes online.

### **Intimate and sexual relationships, including sexual health**

By the end of secondary school, students will know:

- 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 and 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 both men and women.
- The 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 enjoy intimacy without sex.
- The facts about the full range of contraceptive choices, their effectiveness and options available.
- The facts around pregnancy including miscarriage.
- That there are choices in relation to pregnancy, with legally and medically 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) are transmitted, how risk can be reduced through safer sex and the importance of 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.

For more information about our RSE curriculum, see Appendix 1.

## 6. RSE Programmes of Study

The school will determine an age-appropriate, developmental curriculum which meets the needs of young people and includes the statutory content outlined in Section 5 of this policy.

Please see Appendix 1 for our RSHE curriculum.

## 7. Health education subject overview

The physical health and mental wellbeing curriculum will continue to develop students' knowledge on the topics taught at a primary level, in addition to the content outlined in this section.

### Mental wellbeing

By the end of secondary school, students will know:

- How to talk about their emotions accurately and sensitively, using appropriate vocabulary.
- That happiness is linked to being connected to others.
- How to recognise the early signs of mental wellbeing concerns.
- About common types of mental ill health, e.g. anxiety and depression.
- How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.
- About the benefits and importance being away from a screen, taking physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.

### Internet safety and harms

By the end of secondary school, students will know:

- About the similarities and differences between the online world and the physical world, including the impact of unhealthy or obsessive comparison with others online, over-reliance on online relationships, the risks related to online gambling, how information is targeted at them and how to be a discerning consumer of information online.
- 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.

### Physical health and fitness

By the end of secondary school, students will know about:

- The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.
- The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health.

- About the science relating to blood, organ and stem cell donation.

### **Healthy eating**

By the end of secondary school, students will know how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.

### **Drugs, alcohol and tobacco**

By the end of secondary school, students will know about:

- The facts about legal and illegal drugs and their associated risks, including the link between drug use and serious mental health conditions.
- The law relating to the supply and possession of illegal substances.
- The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.
- The physical and psychological consequences of addiction, including alcohol dependency.
- The dangers of drugs which are prescribed but still present serious health risks.
- The facts about the harms from smoking tobacco, the benefits of quitting and how to access the support to do so.

### **Health and prevention**

By the end of secondary school, students will know about:

- Personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.
- Dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.
- The benefits of regular self-examination and screening. This should be taught to students in the later years of secondary school, e.g. at KS4
- The facts and science relating to immunisation and vaccination.
- The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.

### **Basic first aid**

By the end of secondary school, students will know:

- Basic treatments for common injuries.
- Life-saving skills, including how to administer CPR; the latter taught to Year 8 onwards.
- About the purpose of defibrillators and when one might be needed.

### **Changing adolescent body**

By the end of secondary school, students will know:

- Key facts about puberty, the changing adolescent body and menstrual wellbeing.
- About the main changes which take place in males and females, and the implications for emotional and physical health.

## **8. Delivery of the curriculum**

Through effective organisation and delivery of the RSHE curriculum, the academy will ensure that:

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

RSHE complements several other curriculum subjects. Where appropriate, the academy will look for opportunities to make links between the subjects and integrate teaching.

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

The curriculum will proactively address issues in a timely way in line with current evidence on students' physical, emotional and sexual development. RSHE will be delivered in a non-judgemental, age-appropriate, factual and inclusive way that allows students to ask questions in a safe environment.

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

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. LGBTQ+ content will be approached in a sensitive, age-appropriate and factual way that allows students to explore gender identity and the features of stable and healthy LGBTQ+ relationships.

All students are expected to learn about LGBTQ+ content, and parents do not have a statutory right to withdraw their children from lessons that include LGBTQ+ content.

The curriculum will be designed to focus on students of all gender identities and expressions and activities will be planned to ensure all are actively involved.

The academy will ensure it delivers teaching on sensitive topics, e.g. the body, in a way that is appropriate and sensitive to the various needs of the school community, e.g. cultural background.

All teaching and resources will be assessed by the RSHE subject leader to ensure they are appropriate for the age and maturity of students, are sensitive to their religious backgrounds and meet the needs of any SEND, if applicable. Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning. Inappropriate images, videos, etc., will not be used, and resources will be selected with sensitivity given to the age and cultural background of students. Students will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures taken to ensure this are outlined in the academy's ICT and Acceptable Use Policy.

Teachers will establish what is appropriate for one-to-one and whole-class settings, and alter their teaching of the programmes accordingly. Teachers will ensure that students' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively and honestly.

Teachers will focus heavily on the importance of healthy relationships, including marriage, when teaching RSE, though sensitivity will always be given as to not stigmatise students on the basis of their home circumstances. In teaching the curriculum, teachers will be aware that students 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.

Teachers will ensure lesson plans focus on challenging perceived views of students based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.

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.

The procedures for assessing student progress are outlined in Section 16 of this policy.

## **Curriculum Organisation**

The RSHE programme is delivered through a variety of opportunities including:

- PSHE element of PDT (Personal Development Time led by tutors)
- Assemblies
- Learning for Life Days
- Enrichment days
- Use of external agencies and services

## **Terminology**

Students will be taught the anatomically correct names for body parts; the academy will dispel myths and will also understand other names of body parts that can sometimes be used to replace the correct terminology. Lessons around keeping safe and how certain parts of the body should be private must be addressed to ensure students are not left vulnerable.

## **Dealing with difficult questions**

It is important that all academy staff feel comfortable to take RSHE classes and answer questions from students. If the teacher does not feel confident leading discussions, then that is likely to be reflected by the students, and their learning will be compromised.

There be times when staff are faced with a difficult question in class that they feel uncomfortable or ill equipped to answer. In this case, they may wish to put the question to one side and seek advice from the RSHE subject leader or the DSL.

## **9. Curriculum Links**

The academy will seek opportunities to draw links between RSHE and other curriculum subjects wherever possible to enhance students' learning. RSHE will be linked to the following subjects:

- **PDT (Personal Development Time)** – students 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.
- **Science** – students are taught about the main external parts of the body and changes to the human body as it grows, including puberty.

- **Computing** – students are taught about how they can keep themselves safe online and the different risks that they may face online as they get older.
- **PE** – students 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.
- **PSHE** – students learn about respect and difference, values and characteristics of individuals.

## 10. Working with parents

The academy understands that parents' role in the development of their children's understanding about relationships, sex and health is vital and will, therefore, engage parents as far as possible in their children's learning. This will include providing parents with frequent opportunities to understand and ask questions about the academy's approach to RSHE.

The academy will consult closely with parents when reviewing the content of the academy's RSHE curriculum, and will be given regular opportunities to voice their opinions and concerns. The academy will use the views of parents to inform decisions made about the curriculum content and delivery; however, parents will not be granted a 'veto' on curriculum content, and all final decisions will be the academy's to make.

When in consultation with parents, the academy will provide:

- The curriculum content, including what will be taught and when.
- Examples of the resources the academy intends to use to deliver the curriculum.
- Information about parents' right to withdraw their child from non-statutory elements of RSHE.

The academy will remain aware that the teaching of some aspects of the curriculum may be of concern to parents. If parents have concerns regarding RSHE, they will submit these to [enquiries@nkacademy.co.uk](mailto:enquiries@nkacademy.co.uk) for the attention of Mrs Ayre, Head of PSHE and Careers.

## 11. Working with external agencies

Working with external agencies will be used to enhance our delivery of RSHE and bring in specialist knowledge and different ways of engaging students. External experts may be invited to assist from time-to-time with the delivery of the RSHE curriculum but will be expected to comply with the provisions of this policy.

When working with external agencies, the academy will ensure:

- A teacher is present throughout these lessons.
- Visitors are given a copy of this policy and expected to comply with the guidelines outlined within it.
- All resources used by guest speakers are available to parents to view prior to lesson delivery.
- The lesson the external expert has planned fits with the academy's planned curriculum and this policy.
- The expert's credentials are checked before they are able to participate in delivery of the curriculum, in line with the Visitor Policy.
- The expert's lesson plan is age-appropriate and accessible for the students.

- That the materials the expert intends to use, as well the lesson plan, meet all students' needs, including those with SEND.
- That procedures for confidentiality are in place; this includes ensuring that the expert understands how safeguarding reports should be dealt with in line with the Child Protection and Safeguarding Policy.
- The academy will use visitors to enhance teaching by an appropriate member of teaching staff, not to replace teaching by those staff.
- All resources used by guest speakers will be available to parents to view prior to lesson delivery.

## **12. Withdrawal from lessons**

The academy will always recognise that parents have the right to request that their child is withdrawn from some or all of sex education delivered as part of statutory RSE. The academy will uphold that parents do not have a right to withdraw their child from the relationships or health elements of the programmes.

Requests to withdraw a child from sex education must be made in writing to the headteacher. See Appendix 2.

Before granting a withdrawal request, the headteacher and / or the Head of PSHE and Careers will discuss the request with the parents and, as appropriate, the student, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum. The headteacher will inform parents of the benefits of their child receiving RSE and any detrimental effects that withdrawal might have. All discussions with parents will be documented. These records will be kept securely in the school office in line with the academy's Data Protection Policy.

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

Students who are withdrawn from RSE will receive appropriate, purposeful education during the full period of withdrawal.

For requests concerning the withdrawal of a student with SEND, the headteacher will take the students' specific needs into account when making their decision.

## **13. Equality and accessibility**

The academy will comply with the relevant requirements of the Equality Act 2010 and will ensure the curriculum does not discriminate against students because of their:

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

- Sexual orientation

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

The academy will design the RSHE curriculum to be inclusive of all students. The academy will be aware that some students are more vulnerable to exploitation, bullying and other issues due to their characteristics, e.g. SEND or being LGBTQ+. Teachers will understand that they may need to liaise with the SENCO and be more explicit and adapt their planning or work to appropriately deliver the curriculum to students with SEND.

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

The academy will take steps to foster healthy and respectful peer-to-peer communication and behaviour between all students, and provide an environment which challenges perceived limits on students based on their gender or any other characteristic.

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 managed promptly. 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 academy's Safeguarding and Child Protection Policy.

## **14. Safeguarding and confidentiality**

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

To meet DfE's best practice advice, the DSL will be involved in the formulation of safeguarding-related areas of the curriculum, as the knowledge and resources may help to address safeguarding issues more appropriately and effectively.

In teaching about safeguarding, the RHSE curriculum will be tailored to the specific needs and vulnerabilities of individual students, including students who are victims of abuse and students with SEND.

When teaching issues that are particularly sensitive for students of all ages, e.g. self-harm, consent or suicide, teachers will be made aware of the risks of inadvertently encouraging, or providing instructions to, students. Teaching of these subjects will always prioritise preventing harm to students as a central goal.

Confidentiality within the classroom will be an important component of RSHE, and teachers will be expected to respect the confidentiality of their students as far as is possible, in compliance with the academy's Data Protection Policy.

Teachers will, however, understand that some aspects of RSHE may lead to a student raising a safeguarding concern, e.g. disclosing that they are being abused, and that if a disclosure is made, the DSL will be alerted immediately. Students 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.

In relation to safeguarding, the RSHE curriculum will cover the following aspects:

- Healthy and respectful relationships
- Boundaries and consent
- Stereotyping, prejudice and equality
- Body confidence and self-esteem
- How to recognise an abusive relationship, including coercive and controlling behaviour
- The concepts of, and laws relating to:
  - Sexual consent
  - Sexual exploitation
  - Abuse
  - Grooming
  - Coercion
  - Harassment
  - Rape
  - Domestic abuse
  - So called 'honour'-based violence, e.g. forced marriage and FGM, and how to access support
- What constitutes sexual harassment and sexual violence and why these are always unacceptable

The RSHE curriculum will be kept under constant review and the school will consider scenarios in which safeguarding concerns and patterns of concerning behaviours, e.g. reports of sexual harassment, should be addressed by updating relevant parts of the RSHE curriculum.

## **15. Monitoring and Assessment**

The delivery of RSE is monitored by Sarah Ayre, Head of PSHE and Careers through quality assurance systems including learning walks and student evaluation.

The academy has high expectations of the quality of students' work in RSE and health education as for other curriculum areas.

Lessons are planned to provide suitable challenge for students of all abilities.

There are no formal examinations for RSE and health education; however, to assess student outcomes, the academy will capture progress in the following ways:

- Discussions
- Questionnaires / knowledge checks
- Self-evaluations

This policy will be reviewed by Sarah Ayre, Head of PSHE and Careers, annually. Any changes needed to the policy, including changes to the programmes, will be implemented by the Head of PSHE and Careers. Any changes to the policy will be clearly communicated to all members of staff and, where necessary, parents and students, involved in the RSHE curriculum.

At every review, the policy will be approved by the governing body.

## **16. Staff Training**

Training will be provided by the RSHE subject leader to the relevant members of staff to ensure they are up-to-date with the RSHE curriculum. Training will also be scheduled around any updated guidance on the curriculum and any new developments, e.g. “sexting”, which may need to be addressed in relation to the curriculum.

The academy will ensure teachers receive training on the Social Exclusion Report on Teenage Pregnancy, and the role of an effective RSHE curriculum in reducing the number of teenage conceptions.

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

## **17. Monitoring and Review**

This policy will be reviewed by the headteacher in conjunction with the RSHE subject leader on an annual basis.

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

The next scheduled review date for this policy will be July 2026.

**Appendix 1: Curriculum map for PSHE - PDT**

Year	Term 1: (Diversity)	Term 2: (Staying Safe Online)	Term 3: (Physical Wellbeing)	Term 4: (Mental Wellbeing)	Term 5: (Rights and Responsibilities)	Term 6: (The Wider World)
7	How do we create an inclusive community?	How can we stay safe on our phones and online gaming?	How do I deal with puberty?	How can we deal with our emotions?	How is our country run?	How do I keep myself and our planet safe?
8	How do we ensure we are accepting of other people's gender and sexuality?	How can we deal with cyber bullying and online grooming?	How do I ensure I am keeping myself healthy? (sleep, diet and vaccines)	How can we build our self-esteem?	How does law and order work in the UK?	How do I keep myself safe on and offline?
9	How can we create a culture of respect and tolerance?	What is the law surrounding online activity?	What impact do drugs and alcohol have on our body?	How do we deal with negative feelings?	What is our responsibility to our society?	What are the dangers of what we put online?
10	Why is it important for everyone to have basic human rights?	How do we keep ourselves and our data safe online?	How do I make positive decisions about my health and body?	How can I better understand self-harm and suicide and promote positive emotional wellbeing?	What is the role of different institutions in our society?	How important are global issues to us?
11	How can we successfully promote British Values?	How do I create a positive online reputation?	How can I help prevent lifestyle related illnesses?	How do I create and maintain positive relationships?	How do I keep myself safe on and offline?	
12	How can we look after our adult health?	How do I cope with stress and anxiety?	How do I recognise and deal with harmful relationships?	How can we develop our critical media literacy skills?	What are our rights and what laws are there to protect us?	How do we keep ourselves on the road and online?
13	How can we ensure our personal safety at home and abroad?	How can I protect my physical and mental wellbeing?	How do I keep my health and body safe in a sexual relationship??	How do I keep myself safe when I live independently?	How do I form and maintain respectful relationships?	
	Learning for Life Day 1		Learning for Life Day 2		Learning for Life Day 3	

<b>Year 7</b>	Careers (Enterprise Day-The Tyre Challenge)	RSE: <ul style="list-style-type: none"> <li>• Consent and Boundaries</li> <li>• Respect and Relationships (introduction to peer-on-peer abuse)</li> <li>• Friendships and managing them</li> <li>• Pressure and Influence</li> <li>• Positive Relationships</li> </ul>	Risky Behaviours: <ul style="list-style-type: none"> <li>• Fire Safety</li> <li>• Online Safety</li> <li>• Alcohol and Drugs</li> <li>• Anti-Social Behaviour</li> <li>• Healthy Relationships</li> </ul>
<b>Year 8</b>	Risky Behaviours: <ul style="list-style-type: none"> <li>• Alcohol Safety</li> <li>• Substance Misuse</li> <li>• Vaping</li> <li>• Gangs</li> <li>• County Lines</li> </ul>	Careers (Enterprise Day-The Community Project)	RSE: <ul style="list-style-type: none"> <li>• Dealing with Conflict</li> <li>• Gender Identity</li> <li>• Healthy Relationships (inc consent and peer on peer abuse)</li> <li>• Sexual Orientation</li> <li>• What is love?</li> </ul>
<b>Year 9</b>	RSE: <ul style="list-style-type: none"> <li>• Contraception</li> <li>• STIs</li> <li>• Peer on Peer Abuse and Consent</li> <li>• Cyber Flashing and Unsolicited Images</li> <li>• Up skirting</li> </ul>	Risky Behaviours: <ul style="list-style-type: none"> <li>• Road Safety</li> <li>• Online Safety</li> <li>• Drugs Awareness</li> <li>• County Lines and Knife Crime</li> <li>• Healthy Relationships</li> </ul>	Careers (Enterprise Day-The Food Challenge/Festival Project)
<b>Year 10</b>	Risky Behaviours: <ul style="list-style-type: none"> <li>• Honour based violence</li> <li>• Alcohol and its impact</li> <li>• Vaping and its impact</li> <li>• Drugs and their impact</li> <li>• Gang culture</li> </ul>	RSE: <ul style="list-style-type: none"> <li>• Consent</li> <li>• Risky Behaviours</li> <li>• Sexting</li> <li>• Domestic Abuse and Violence</li> <li>• Sexual Abuse and Rape (inc peer on peer abuse)</li> </ul>	Careers Day including RAF and LincsHigher sessions?
<b>Year 11</b>	RSE: <ul style="list-style-type: none"> <li>• Sexual Assault and Harassment (including peer on peer abuse and consent)</li> <li>• Pornography</li> <li>• Fertility and What Impacts it</li> <li>• Delaying Parenthood</li> <li>• Pregnancy Choices</li> </ul>	LincsHigher: <ul style="list-style-type: none"> <li>• Careers Profiling</li> <li>• Understanding LMI</li> <li>• Study Skills</li> <li>• Interviewing Well</li> <li>• (Basic First Aid)</li> </ul>	
<b>Year 12</b>	Post 18 options Day/Intro to Uni	2Fast2Soon/Breast and Test talk	LincsHigher: <ul style="list-style-type: none"> <li>• Career Ready Skills</li> <li>• Post 18 Options</li> <li>• Decision Making</li> <li>• Building your Personal Brand</li> </ul>
<b>Year 13</b>	LincsHigher: <ul style="list-style-type: none"> <li>• Personal Statements</li> <li>• Student Finance</li> <li>• Transition to HE</li> <li>• Career Management using social media</li> </ul>	Preparation for Independent Living and Basic First Aid	

## **Appendix 2: Parent form: withdrawal from sex education within RSE**

TO BE COMPLETED BY PARENTS			
Name of child		Tutor group	
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	
Agreed actions from discussion with parents	