



Relationships and Sex Education (RSE) and Health Education Policy

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An academy within:



"Learning together; to be the best we can be"

1. Introduction

- 1.1. Our school's policy on Relationships and Sex Education (RSE) and Health Education is based on the requirements of the Education Act 2002 and the DfE document in which Relationships Education for primary pupils and Relationships and Sex Education (RSE) became statutory for secondary pupils from September 2020.
- 1.2. Additionally, from September 2020, it became compulsory for all schools to teach Health Education. These changes reflected the increasingly complex world today's young people are living their lives in, both on and offline. In today's society, 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.
- 1.3. In the DfE document, RSE and Health Education (2021) is defined as 'learning about physical, moral, cultural, mental and emotional development'. The guidance states that in order to create a happy and successful adult life 'pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficiency'
- 1.4. The purpose of this policy is to set out the ways in which our school's provision for relationships and sex education will support pupils through their spiritual, moral, social, emotional and physical development, and prepare them for the opportunities, responsibilities and experiences of life (P4A). Our PSHE curriculum aims to enable our pupils to put their knowledge into practice by developing resilience, knowing how and when to ask for help and where to access support. The guidance also sets out both the rights of parents / carers to withdraw pupils from sex education (but not Relationships or Health Education) and the process that headteachers should follow in considering a request from a parent. Parents have the right to request that their child be withdrawn from some or all of sex education, delivered as part of statutory RSE and Health Education (2023)
- 1.5. As the guidance states, schools are able to determine how to deliver the content set out in the DfE guidance, in the context of a broad and balanced curriculum. Staff are fully aware that the delivery of RSE and Health Education lessons for some of our children may trigger experiences of past childhood trauma. This alone, or in addition to a lower developmental age and understanding, means that when teaching RSE and Health Education; close partnerships with the school's pastoral, safeguarding and attendance teams, parents, carer's, social workers and virtual schools may be called upon to support the RSE and Health Education work with the child/ young adult.

2. Aims and objectives

2.1. We teach children about:

- scientific anatomical names
- puberty and the physical development of their bodies as they grow into adults;
- having respect for and being in control of their own bodies;
- body satisfaction and self-concept
- the way humans reproduce;
- the importance of sexual activity as part of a committed, long-term, and loving relationship between adults; healthy relationships
- that there are different types of families, all of which have equal value;
- discrimination and stereotypes; inclusion
- respect for the views of other people;
- moral questions;
- relationship issues including keeping safe online and seeking help;
- relationships and the media
- recognising the role of human rights in preventing violence against girls and women;
- unwanted contact and consent
- sexual abuse, and what they should do if they are worried about any sexual matters.
- decision making, risk management and support seeking skills
- positive mental health
- protected characteristics
- their rights as part of our 'rights respecting' curriculum

3. Context

3.1. High quality sex and relationships education helps create safe school communities in which pupils can grow, learn and develop positive, healthy behaviour for life. We teach RSE and Health Education on the understanding that:

- it is taught in the context of family life;
- it is part of a wider process of social, personal, spiritual and moral education;
- children should be taught to have respect for their own bodies;
- children should learn about their responsibilities to others, and be aware of the consequences of sexual activity;
- our young people have the right to say no and they are able to change their minds at any point during sexual activity
- our young people are aware of the rights of others and are taught about the importance of consent
- children develop respect for diversity, risk management and support seeking skills.
- it is important to build positive relationships with others, involving trust and respect, both in person and online;

- it makes a significant contribution to our duty to safeguard and protect all children;
 - it plays a key role in improving health outcomes for children and young people, enhancing their decision making and support seeking skills and reducing teenage pregnancy and risk-taking behaviour
- 3.2. Our RSE and Health Education programme is one of the most important ways we act on our responsibility to safeguard and protect our children, as set out in our Safeguarding/Child Protection policy. We also refer to guidance from the government and expert organisations on specific safeguarding issues, which are relevant to our cohort of children, as listed in *Keeping Children Safe in Education*. To safeguard children effectively it is vital that opportunities are created in the curriculum to teach about healthy behaviour, caring relationships, online safety and when and how to get help. At our school we encourage children to develop skills in these areas so that they are equipped with strategies to help themselves in preventing or reporting harm or abuse.
- 3.3. In accordance with the principles of the Equality Act (2010), we believe that every child is entitled to receive RSE and Health Education regardless of ethnicity, gender, religion, age, cultural heritage, disability, sexuality, language needs or special educational needs. We use an inclusive, whole school approach to ensure RSE and Health Education can be accessed in an age appropriate way throughout a child's school career.

4. Organisation and Content

- 4.1. We teach about sex and relationships through different aspects of the curriculum. While we carry out the main RSE and Health Education in our PSHE curriculum, we also deliver some RSE and Health Education through the statutory science curriculum. We also have our own Preparation for Adulthood (P4A) curriculum, in which children are taught weekly about being safe in the wider world through trips and visits, and engaging practical lessons. We believe all of these contribute significantly to children's knowledge and understanding of their own bodies, and how they are changing and developing.
- 4.2. In PSHE, we use the PSHE Association programme of study for PSHE to inform our curriculum. We adapt our curriculum to suit the needs of our young people and the Personal Development lead devises a long-term curriculum for teachers to follow. We teach children about relationships, and what a healthy relationship looks like, including boundaries and consent. We encourage children to discuss the changes that happen as they grow up. We teach about the parts of the body, including the private parts, inappropriate touching, why males and females are different, and we explain to the children what will happen to their bodies during puberty. We encourage the children to ask for help if they need it, through real-world context. We ensure that both boys and girls know why children's bodies change during puberty, how to manage puberty when it happens, and how babies are made and born in the context of an adult sexual relationship. We always teach this with due

regard for the emotional development of the children.

- 4.3. Under the science curriculum, teachers inform children about males and females and how a baby is born. We teach children that animals, including humans, produce offspring, which grow into adults, and we also teach them about the main parts of the body. Alongside this, we teach about life processes including reproduction and the main stages of the human life cycle, in greater depth.

The role of parents

- 4.4. The school is well aware that the primary role in children's RSE and Health Education lies with parents and carers. We therefore wish to build a positive and supporting relationship with the parents of children at our school, through mutual understanding, trust and cooperation. To promote this objective, we:
- inform parents about the school's RSE and Health Education policy and practice;
 - answer any questions that parents may have about the RSE and Health Education of their child;
 - take seriously any issue that parents raise with teachers or governors about this policy, or about the arrangements for RSE and Health Education in the school;
 - encourage parents to be involved in reviewing the school policy, and making modifications to it as necessary;
 - inform parents about the best practice known with regard to RSE and Health Education, so that the teaching in school supports the key messages that parents and carers give to children at home;
 - make the RSE and Health Education resources used in our lessons available for viewing.
- 4.4.1. We believe that through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing bodies and their increasing responsibilities.
- 4.4.2. We acknowledge that parents have the right to withdraw their children from all or part of the sex education (but not relationships or health, as per DfE 2020 statutory requirements) taught in the school except for those parts included in the statutory National Curriculum: all children are expected to learn the content of the national science curriculum (see Appendix 1).
- 4.4.3. Parents are encouraged to establish exactly what is covered in the RSE and Health Education lessons relevant to their child's year group and discuss any concerns about lesson content with staff at the earliest opportunity. Children's PSHE long term overview will be shared with parents and if a parent wishes for their child to be withdrawn from any sex education lessons, they are able to fill in the reply slip on the letter informing them of their child's PSHE learning. The Personal Development Lead is available as the first point of call should the need arise to discuss aspects of the programme and any concerns they might have. The school always complies with the wishes of parents in this regard.

The role of other members of the community

- 4.5. We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the local health authority, such as the school nurse and other health professionals, and our local community police officer, workshops and theatre companies can give us valuable support with our RSE and Health Education programme.

The role of the headteacher

- 4.6. It is the responsibility of the headteacher to ensure that both staff and parents are informed about our RSE and Health Education policy, and that the policy is implemented effectively. It is also the headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach about RSE and Health Education effectively, and handle any difficult issues with sensitivity. The headteacher/Personal Development Lead liaises with external agencies regarding the school RSE and Health Education programme, and ensures that all adults who work with our children on these issues are aware of the school policy, work within its framework, and reports to governors, when requested, on the effectiveness of the policy.

5. Confidentiality

- 5.1. Teachers conduct RSE and Health Education lessons in a sensitive manner, and in confidence. However, if a child makes a reference to being involved (or being likely to be involved) in sexual activity, then the teacher will deal with it as a matter of safeguarding/child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. They will not try to investigate, but will immediately inform the named person for child protection issues about their concerns. The Designated Safeguarding Lead will then deal with the matter in consultation with healthcare professionals and other relevant agencies, as set out in our Safeguarding/Child Protection policy.

6. Monitoring and review

- 6.1. The policy review board is responsible for monitoring the delivery of our RSE and Health Education policy. The policy review board gives due consideration to any comments from parents about the RSE and Health Education programme, and requires the headteacher to keep a written record of parents' comments.

Appendix 1: SRE Elements of the National

Science Curriculum

Pupils should be taught to:

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

Pupils should be taught to:

- notice that animals, including humans, have offspring which grow into adults
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Pupils should be taught to:

- describe the life process of reproduction in some plants and animals
- describe the changes as humans develop to old age

Pupils should be taught to:

- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

Department for Education, September 2013

At Lotus Academy, we use the PSHE Association programme builders to help to develop our PSHE education schemes of work, whilst ensuring that RSE and Health Education content is fully covered. We adapt the programme of study to fit the needs of our young people. L1 – L5 follow the primary curriculum, with L1 – L3 following a questions-based model and L4 and L5 following a thematic model, covering the three key themes of relationships, health and wellbeing and living in the wider world.

As our pupils reach secondary PSHE education, students follow a competencies based approach, learning skills and attributes in independence and aspirations; autonomy and advocacy and choices and influences (including risk management and help-seeking strategies). Building knowledge and developing competencies is an essential part of our PSHE curriculum.

KS4 Year 10 and 11 Cycle 1

Autumn 1 – Careers – Picking the correct college	Autumn 2 - RE- Eid and Islam	Spring 1 – E- safety
College Visits	Why is Eid celebrated	How to keep your privacy settings
Exploring the options of college	What is Ramadan	Online reputation
Looking at different grades for college	Food that is liked to Eid	Right to privacy
How the progress of application works	How Eid is celebrated	Data protection
Virtual tours of the college	The story of Eid	Fake news
Starting application and mock interviews	Who celebrates EID	
Spring 2 – Drugs	Summer 1 - British Values	Summer 2 – Leaving Lotus never easy and transition
Sentences for Drugs and the Law	What is Democracy and why it is important	Feelings about leaving school
Alcohol and how it is a legal drug	What is the rule of Law	How mental health can affect people
Different types of Drugs	The role of the police in the modern world	Emotions about leaving for college or transition
County lines; Drugs & UK gangs	Why tolerance is so important to a student at Lotus	Making sure college places are set up
Addiction and how it affects people	What is individual liberty	
The science behind drugs	Why British Values came about	

KS3 Year 8 and 9

Autumn 1 – Staying safe	Autumn 2 – RSE Consent	Spring 1 – Drugs and Alcohol
Help students explore how young people might be recruited into a gang	Sharing sexual images	Different types of alcohol and the strengths of alcohol
The choices, risks, and potential consequences for this type of scenario, and ways to get support with gang-related issues.	What is consent – My cup of tea	Role Play on different alcohol situations
How gangs can make you feel like part of the group as a recruitment tactic	Consent and the law	The law on alcohol in the UK and the Risk that come with it
Signs of grooming and gang recruitment	Age of Consent	Different level of drugs and how they differ in the eyes of the law
	What emotions you may feel when consent can be given	Role Play on different drug situations
	If consent is not clear, informed, willing and active, it must be assumed that consent has not been given.	What are the medical problems with drugs and the law on drugs
Spring 2 – Mental Health	Summer 1 - E- Safety	Summer 2 – Citizenship – British Values Exploring world issues
Screen time & Mobile use	Apps and age	Looking at issues of the day EG Ukraine or Palestine Israel
Promoting emotional wellbeing	How to keep your privacy settings	Looking at how an election works
Self-harm; Suicidal thoughts & support	Online reputation	How Britain became more diverse
Mental health types	Right to privacy	Does the UK still have a racism problem
How to help with mental health	Data protection	
	Fake news	

Year 7

KS2 – 1 year SOW Year 7

Autumn 1 – Citizenship	Autumn 2 - Digital Literacy	Spring 1 – RSE
Multicultural Britain	Balancing screen time	Consent & Boundaries
What is your identity?	Cyberbullying	Respect & Relationships
Equality Act 2010	Thinking Critically Online	What makes a good friendship
Breaking down stereotypes	Healthy Behaviours Online	Being positive & Self Esteem
Nature vs. nurture debate	Protecting Personal Information Online	Relationships of others
Spring 2 – Careers	Summer 1 – Health	Summer 2 – RSE – Talk Pants
how money and financial decision making can affect people's wellbeing,	Hygiene and dental care. external genitalia; personal hygiene routines; support with puberty, how often should you wash	Help young pupils learn that 'privates are private'
how to make informed and responsible spending choices.	How often should you wash	Help seeking and setting boundaries
What money can pay for and the cost of items	Why clean clothes are important	Recognising and challenging disrespectful language and behaviours
	How to brush your teeth	When and how to break a confidence or a secret by 'speaking up'
		Provide opportunities to practise giving and asking for consent

Year 5 and 6

KS2 – 1 year SOW Year 5-6

Autumn 1 – E- Safety	Autumn 2 - Health	Spring 1 – Careers
Introduce the concept of safety on the internet	Health Oral hygiene and dental care.	How money can affect your career money
Sharing images and how an image can go around the world	Why oral hygiene is so important and what can go wrong if you don't brush your teeth	Why money is so important. Cost of living
How to report concern on the internet	How to brush your teeth	How careers could affect people's mental health and how stress at work can lead to problems
What are inappropriate images and how they are reported	External genitalia; personal hygiene routines	How to make informed and responsible spending choices.
foundations for addressing the issue more specifically in later key stages	How often should you wash	How different Careers can have different pay
Spring 2 – Personal Safety	Summer 1 – Digital literacy	Summer 2 – RSE – Talk Pants
Dangers in the home and garden	Balancing screen time	Help young pupils learn that 'privates are private'
How to keep yourself safe in public	Cyberbullying	Help seeking and setting boundaries
Where to go for different injuries	Thinking Critically Online	Recognising and challenging disrespectful language and behaviours
Dangers in the school and workplace	Protecting Personal Information Online	When and how to break a confidence or a secret by 'speaking up'
How to keep yourself safe online	Healthy Behaviours Online	Provide opportunities to practise giving and asking for consent

Year 3 and 4

KS2 – 1 year SOW Year 3-4

Risk and Hazards	Autumn 2 - Health	Spring 1 – Citizenship
What is risk and is risk ever acceptable	Health Oral hygiene and dental care.	Rules and laws
What is dangerous and why	Why oral hygiene is so important and what can go wrong if you don't brush your teeth	What is the rule of law
How to keep yourself safe in the home and at school	How to brush your teeth	Why do we have laws
Where is more dangerous	Why it is important to shower	How rules are different from laws
Dangers all around us .Look at examples of danger in the world	What does what in the world of hygiene	What rules are needed in different areas of the world
	Puberty how changes in the body can affect you	What laws are so important for
Spring 2 – E- safety	Summer 1 – Careers Different jobs in the world	Summer 2 Citizenship
Online safety advice	Real or fake jobs	Who is in charge of the country
types of harms	What pay is looked to which jobs	Who is the PM and what powers does he have
Digital wellbeing		Who are the local MPs and what a MP does
Relationships online	Protecting Personal Information Online	What the role of the king is in the UK
What is cyberbullying	Healthy Behaviours Online	How do other country compare to the UK