

LUTTERWORTH HIGH SCHOOL



RELATIONSHIP & SEX EDUCATION POLICY

Reviewed: By the Full Governing Board Committee
Adopted: By the Governing Body on – 11/02/2025
Signed: Co-Chair of Governors: Janet Price-Jones and Carmella Hunt
Date: 11/02/2025
Signed: Headteacher: Julian Kirby
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1. Aims

The aims of relationships and sex education (RSE) at our school are to:

- 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
- Teach students the correct vocabulary to describe themselves and their bodies
- We want our students to leave school as fully rounded individuals ready to embrace life in the 21st Century

2. Statutory requirements

1. **Statutory RSE Content:** Since 2020, all schools in England are required to teach age-appropriate RSE, with a curriculum that addresses friendships, families, online behaviour, safety, health issues, oral health issues as well as sexual health in secondary education. Schools are encouraged to build a curriculum that is inclusive of LGBTQ+ and SEND students and that respects diverse family backgrounds. Topics such as consent, healthy relationships, and sexual health are essential in secondary settings, while primary schools cover the basics of relationships and health, including puberty before onset.

2. **Safeguarding and Child Protection:** The RSE policy must be consistent with the KCSIE guidance, which mandates schools to safeguard children from harm, exploitation, and abuse. KCSIE 2024 also emphasises identifying signs of abuse and promoting online safety. Schools should include measures within RSE to discuss topics like online relationships and digital safety, aligning with KCSIE's emphasis on protecting students in virtual spaces.

3. **Parental Consultation and Review:** UK law requires that schools involve parents when developing or updating their RSE policies. Policies should be reviewed regularly and published on the school website. Parents should also be informed about their right to withdraw children from certain aspects of sex education, although this right is more limited in secondary education due to the compulsory nature of RSE in that phase.

4. **Trained Staff and Consistent Evaluation:** Effective RSE delivery relies on well-trained educators who understand both safeguarding and the sensitive nature of RSE content. Schools are encouraged to provide professional development for staff and conduct regular evaluations of their RSE programme's effectiveness and impact on student welfare, ideally with input from both students and parents.

5. **Compliance with Equality Legislation:** The policy should comply with the Equality Act 2010, ensuring that RSE promotes respect for diversity and inclusion and actively challenges discrimination.

By focusing on these core areas, Lutterworth High School will provide a safe, inclusive, and supportive environment that aligns with both RSE and KCSIE standards.

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 pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Student consultation – we investigated what exactly students want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

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

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

We have developed the curriculum in consultation with parents, 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.

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum and other aspects are included in religious education (RE).

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

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

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

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

7. Roles and responsibilities

7.1 The Governing Board

The governing board will approve and ratify the RSE policy and hold the headteacher to account for its implementation.

7.2 The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from [non-statutory] components of RSE (see section 8).

7.3 Staff

Staff 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] 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 headteacher.

7.4 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 have the right to withdraw their children from the [non-statutory] components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

A copy of withdrawal requests will be placed in the student's educational record. The Headteacher will discuss the request with parents and take appropriate action.

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

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.

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

10. Monitoring arrangements

The delivery of RSE is monitored by the deputy headteacher through:

Lesson plan scrutiny, learning walks, and work scrutinies. The Curriculum Leader for PSHE is responsible for planning, monitoring and reviewing the content delivered to the students. This monitoring is part of the school's Quality Assurance schedule.

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

This policy will be reviewed by Amy Hunter, Deputy Headteacher, annually. At every review, the policy will be approved by the governing board and the Headteacher.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 7	1,2, 3, 4	Managing conflicts, talking about feelings, friendships and friendship changes, peer influence, prejudice and discrimination, body image, feelings and disappointment, personal hygiene, oral health, emotional and physical changes in puberty. Online privacy, peer pressure and use of social media. Community diversity.	All resources accessed through our shared resources area on the P Drive and have been planned by the team of teachers delivering the PSHE programme.
Year 8	2, 3, 4,	Connecting with others, family disputes, online bullying, toxic relationships, unhealthy comparisons, positive self-talk, mental health stigma, anxiety and depression, physical and mental health, positive romantic relationships, perceptions and expectations of relationships	All resources accessed through our shared resources area on the P Drive and have been planned by the team of teachers delivering the PSHE programme.
Year 9	1, 2, 3, 4, 5	Bullying and mental health, abusive behaviour, isolation and mental health, where to find mental health support, sexting and pornography, masturbation and self-pleasure, family diversity, positive intimate relationships, relationship loss and change, being ready for a relationship, communication skills including consent, contraception, unintended pregnancy, STIs	All resources accessed through our shared resources area on the P Drive and have been planned by the team of teachers delivering the PSHE programme.
Year 10	1, 2, 3, 4, 5	Supporting someone to cope, impact of loss and separation, stress, anxiety and depression, being LGBTQ+, respect for those with different beliefs, unhealthy strategies, warning signs and triggers, pornography, being a young parent, pregnancy and choices, stages of a romantic relationship, consent, safe sex, marriage, partnership and rights, cancer prevention, lifesaving sciences	All resources accessed through our shared resources area on the P Drive and have been planned by the team of teachers delivering the PSHE programme.
Year 11	1, 2, 3	Faith, values and sex, gender diversity, freedom of expression, why people have sexual relationships, substances and risky sex, rights, responsibilities, the law and sexual relationships, domestic abuse, sexual assault, finding and using health services, safety and body enhancements, substances and future life choices	All resources accessed through our shared resources area on the P Drive and have been planned by the team of teachers delivering the PSHE programme.

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	<ul style="list-style-type: none"> • The characteristics of positive and healthy friendships (in all contexts, including online) including trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. • This includes different (non-sexual) types of relationship • Practical steps they can take in a range of different contexts to improve or support respectful relationships • How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice) • That in school and in wider society they can expect to be treated with respect by others and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help • That some types of behaviour within relationships are criminal, including violent behaviour and coercive control • What constitutes sexual harassment and sexual violence and why these are always unacceptable • The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal

TOPIC	STUDENTS SHOULD KNOW
Online and media	<ul style="list-style-type: none"> • Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them • What to do and where to get support to report material or manage issues online • The impact of viewing harmful content • That specifically sexually explicit material, e.g. pornography, presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners • That sharing and viewing indecent images of children (including those created by children) is a criminal offence that carries severe penalties including jail • How information and data is generated, collected, shared and used online
Being safe	<ul style="list-style-type: none"> • The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships • How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> • How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship • That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not 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 school to consider			
Parent signature			

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