Langley Hall Arts Academy

RELATIONSHIP AND SEX EDUCATION (RSE) AND HEALTH EDUCATION POLICY

EDUCATIONAL PRINCIPLES

Heights of Excellence
We will purposefully plan for every pupil to receive on excellent education by employing high quality teachers and by creating a curriculum that stretches and challenges. The school will have many traditions without being traditional and will firstly show a genuine understanding of what creates an excellent education, secondly value it and thirdly promote it.

Breadth of Attainment
Our aim will be to provide a curriculum that is broad and inspiring. The expectation will be that each lesson will begin with a WAM (a moment of **W**onder, **A**we and **M**agic) that completely engages the learner. Teachers will be asked to take every pupil as far as they could possibly go in any given subject focusing on what they MUST know but also on what they SHOULD and COULD know.

Depth of Engagement
Every pupil will develop a sense of purpose, responsibility and an ability to take and develop initiatives. Everyone will learn how to make a contribution to the school community and to appreciate that their commitment to tasks, activities and events is of vital importance to their success.

Length of Endeavour
We want every pupil to love learning and to develop habits that will encourage lifelong learning. For pupils to flourish in learning LHAA will provide the right conditions for every child to flourish, demonstrating resilience, grit, determination and enjoyment for learning and life. By working closely with parents, we will nurture all pupils in our care to overcome any barriers to learning pupils may encounter.

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

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- The curriculum will use accurate and age-appropriate anatomical and biological terminology.
- Pupils will be taught about biological sex, the Equality Act 2010 protected characteristics, including gender reassignment, and the importance of treating all people with dignity, courtesy and respect.
- Teaching will promote respectful discussion and critical thinking while avoiding language or approaches that normalise harmful behaviour, stigmatise individuals or groups, or promote any particular ideological viewpoint. Teaching will be factual, balanced and evidence-informed. Staff will not endorse a particular ideological position or present

contested views as established fact. Where issues relating to sex, gender, identity or protected characteristics are discussed, pupils will be supported to understand the relevant legal, social and safeguarding context whilst being encouraged to engage respectfully with differing viewpoints.

- The Academy recognises the distinction between biological sex and gender reassignment as a protected characteristic under the Equality Act 2010. These matters will be taught accurately and in an age-appropriate manner.
- The Academy recognises that gender questioning can be a safeguarding matter in some circumstances. Teaching will be factual, balanced and age-appropriate and will not present social transition as a simple or universally appropriate solution to distress or uncertainty.
- Relationships, Sex and Health Education will support the promotion of Fundamental British Values, safeguarding, anti-bullying, mental health and wellbeing, online safety and personal development.

At LHAA we provide RSE to all pupils as per section 34 of the Children and Social work act 2017. In teaching RSE, we have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

STATUTORY STATUS

This policy is implemented in accordance with the Department for Education statutory guidance *Relationships Education, Relationships and Sex Education (RSE) and Health Education* (September 2026) and reflects the requirements of Standard 2A of the Education (Independent School Standards) Regulations 2014.
The Academy will have regard to statutory guidance and will ensure that Relationships, Sex and Health Education is delivered in a manner that promotes pupil welfare, safeguarding, mutual respect, tolerance and preparation for life in modern Britain.
The Academy recognises that Relationships Education, Relationships and Sex Education and Health Education form part of the school's wider curriculum obligations and are reflected within Standard 2A of the Education (Independent School Standards) Regulations.
Where the Academy determines that an alternative approach is appropriate to meet the needs of its pupils or particular circumstances, the rationale for that decision will be recorded and retained. Such decisions will be taken carefully, with due regard to statutory guidance, safeguarding responsibilities, pupil welfare and educational outcomes.

CURRICULUM REVIEW AND QUALITY ASSURANCE

The Academy will review its Relationships, Sex and Health Education curriculum regularly to ensure continued compliance with statutory guidance, safeguarding expectations and the needs of pupils.
Curriculum leaders will periodically review content relating to relationships, health education, online safety, personal safety, safeguarding, citizenship and sexual health to ensure that learning remains accurate, age-appropriate and relevant.
Reviews may include consideration of curriculum mapping, teaching resources, pupil voice, parental feedback, safeguarding information, assessment outcomes and changes in legislation or guidance.

IMPLEMENTATION

This policy has been developed in consultation with staff, pupils 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. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

RSE is about the emotional, social and cultural development of pupils, 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.

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

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).

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

Professional Responsibilities

Staff delivering Relationships, Sex and Health Education are expected to provide information in a balanced, objective and age-appropriate manner. Staff should facilitate respectful discussion, encourage critical thinking and ensure that pupils are able to express views appropriately whilst respecting the rights and dignity of others.

Teaching should promote healthy relationships, positive behaviour, responsible decision-making and pupil wellbeing. Staff should avoid language that may normalise harmful

behaviour, reinforce stereotypes, stigmatise individuals or groups, or imply that any particular pathway or identity represents a universal solution to emotional distress or personal difficulty.

Safeguarding Alignment

This policy should be read alongside:

- the Child Protection and Safeguarding Children Policy and Procedure;
- the Positive Behaviour and Anti-Bullying Policy;
- the Fundamental British Values Policy;
- the SMSC Policy;
- the E-Safety Policy;
- the Mental Health and Wellbeing arrangements of the Academy.

Particular regard will be given to ensuring consistency between Relationships, Sex and Health Education and the school's safeguarding approach to online safety, bullying, protected characteristics, mental health, gender questioning and pupil welfare.

External Resources and Visiting Speakers

Where external organisations, speakers or teaching resources are used to support delivery of RSHE, the Academy will undertake appropriate due diligence before use.

External resources will be reviewed for factual accuracy, safeguarding suitability, age appropriateness, balance and compliance with statutory guidance.

The Academy will periodically review all external providers and resources to ensure continued suitability and alignment with current statutory guidance and safeguarding expectations.

External organisations, speakers and resource providers will not determine curriculum content or replace the professional judgement of school staff.

The Academy will exercise particular care when reviewing resources relating to contested social, political or identity-based issues and will seek to ensure that materials are factual, balanced, age-appropriate and consistent with safeguarding expectations.

Parents and carers may request information regarding resources used within the Relationships, Sex and Health Education curriculum and the Academy will make such information available in accordance with statutory requirements and school procedures.

PARENTS' RIGHT TO WITHDRAW

Parents have the right to request withdrawal from the non-statutory sex education elements of the curriculum up to three school terms before a child reaches the age of 16.

During the three terms before a pupil reaches their sixteenth birthday, the pupil has the right to opt into sex education themselves if they wish to receive it. Parents and pupils will be informed of this right as part of the Academy's arrangements for Relationships, Sex and Health Education.

Information regarding withdrawal rights and pupil opt-back-in rights will be communicated clearly to both parents and pupils through the school's curriculum information, policy documentation and consultation arrangements.

Requests for withdrawal should be put in writing and addressed to the Principal.

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

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

Parental Engagement and Consultation

The Academy recognises the important role of parents and carers in supporting Relationships, Sex and Health Education.

The school will undertake consultation with parents and carers regarding the content and implementation of this policy and curriculum. Consultation outcomes will be considered as part of policy review and curriculum development processes.

Information regarding curriculum content and delivery arrangements will be made available to parents on request.

Curriculum Content

The curriculum will include teaching appropriate to pupils' age and stage of development on:

- healthy and respectful relationships;
- biological sex and human development;
- online safety and digital citizenship;
- cyber-bullying and online abuse;
- vaping, smoking, alcohol and substance misuse;
- the legal framework relevant to young people, including the age of criminal responsibility;
- consent and personal boundaries;
- misinformation, disinformation and conspiracy theories as potential safeguarding risks;
- the Online Safety Act and the responsibilities associated with online behaviour;
- mental health and emotional wellbeing;
- personal safety, including water safety, road safety and railway safety;
- protected characteristics under the Equality Act 2010.

Teaching relating to vaping will include age-appropriate information regarding nicotine addiction, health implications and risk awareness. Older pupils will also develop an understanding of the relationship between vaping and smoking cessation, together with relevant public health information.

Teaching relating to online safety will include misinformation, disinformation, conspiracy theories, online manipulation, digital resilience and the responsible evaluation of information sources. Pupils will be supported to understand how online content may influence decisions, beliefs, wellbeing and safety.

Where relevant to age and stage of development, pupils will also be taught about legal concepts affecting young people, including the age of criminal responsibility, the principle of Gillick competence and the responsibilities associated with online conduct and citizenship.

CURRICULUM MAP

Year 7	Year 8
Half term 1: 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.	**Half term 1:** Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. How information and data is generated, collected, shared and used 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.
Half term 2: 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. About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.	**Half term 2:** 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). 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.
Half term 5: Practical steps they can take in a range of different contexts to improve or support respectful relationships. 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. FGM & forced marriage.	**Half term 3:** That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. The facts about the full range of contraceptive choices, efficacy and options available. About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.

Enrichment day: 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.	**Half term 5:** About sexual orientation, gender identity and diversity in sexual attraction. How to assertively communicate and negotiate boundaries in relationships. About the features of healthy and unhealthy relationships, including online. The impact of sharing sexual images of others without consent. How to manage requests to share intimate images, including where, when and how to report concerns
	Enrichment day: 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.
Across all terms and topics: how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.	

Additional Year 7:

- accurate anatomical vocabulary and puberty education;
- vaping and associated health risks;
- age of criminal responsibility;
- personal safety in relation to roads, water and railways;
- recognising misinformation and unreliable online information;
- online safety responsibilities arising from current legislation.

Year 9	Year 10	Year 11
Half Term 4: That there are different types of committed, stable relationships. 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.	**Half term 2:** 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.	**Half term 2:** 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. The facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause. 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).
Half term 5: 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 they have a choice to delay sex or to enjoy intimacy without sex. 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.	**Half term 3:** 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. How the use of alcohol and drugs can lead to risky sexual behaviour.	**Half term 4:** 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.

Half term 6: The facts about the full range of contraceptive choices, efficacy and options available. How relationships might contribute to human happiness and their importance for bringing up children. The facts around pregnancy including miscarriage.	**Half term 5:** 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). That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.	
Across all terms and topics: how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.		

IMPACT
All students will engage enthusiastically in the learning programme and show a deeper understanding of the areas of study. This will be measured by end of topic assessments and end of lesson evaluations.

Feedback will provide pupils with information on their progress and next steps.

The aim is for all pupils in Key Stage 4 to achieve grades 1-4 with at least 40% achieving grades 1 and 2.

ASSESSMENT
RSE will be formatively assessed throughout every lesson; assessment tasks are built into the lesson plans and resources, to ensure that teaching staff can ascertain whether students are understanding and improving their knowledge and skills.

RSE will be assessed in a summative manner using baseline/endpoint assessments within the majority of lessons, one peer assessment and one teacher assessment per half term. The types of assessments vary depending on the content covered. Some examples of these are: extended writing, offering advice from scenarios, suggesting endings to situations, quizzes and role-play.

Students are assessed according to 'I can' statements which are based upon lesson outcome criteria and are focused on students' demonstration of knowledge and skills. Assessments are built with reflection time once students receive feedback, to ensure that they are useful to students and also working towards the goal of building and improving students' key skills as highlighted above.

Starter activities, Enrichment Days, Assemblies and form times will be used throughout the year to revisit and build upon learning to try to develop strong retention of key topics for our students. These key topics have been highlighted through the parent/student/staff consultations and from talking to pastoral leads and form tutors.

FBV cross-reference

Through the delivery of Relationships, Sex and Health Education, pupils will develop understanding of mutual respect, individual liberty, tolerance and responsible citizenship. The curriculum supports the Academy's wider promotion of Fundamental British Values by encouraging respect for others, challenging prejudice, preventing bullying and helping pupils engage positively with those whose experiences, beliefs or backgrounds may differ from their own.

SCHOOL ORGANISATION

1. Teachers Year 7 Subject Lead: Form Tutor
2. There will be up to 26 pupils in each teaching group.
3. The KS4 examination board is [X]
4. Teaching time: KS3 is [30 min] per week.
   KS4 is [30 min] per week.
5. Independent work allocation
   KS3 is [X] per week.
   KS4 is [X] per week.
6. Programme of study: [Hodder / Explore]
7. Policy review [Annually]

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