



Joseph Leckie Academy

Relationships, Sex and Health Education Policy

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1. Aims

1.1 The aims of Relationships and Sex Education (RSHE) at our Academy 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.

2. Statutory Requirements

2.1 As a secondary Academy we must provide RSHE to all students as per section 34 of the Children and Social work act 2017.

2.2 In teaching RSHE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

2.3 At Joseph Leckie Academy we teach RSHE as set out in this policy.

3. Policy Development

3.1 This policy has been developed in consultation with staff, students and parents/carers. 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 Academy staff were given the opportunity to look at the policy and make recommendations
3. Parent/carer/stakeholder consultation – parents/carers and any interested parties were invited to discuss the policy via electronic methods and also at Parents Consultation Evenings and other such events.
4. Student consultation – we investigated what exactly students want from their RSHE
5. Ratification – once amendments were made, the policy was shared with governors and ratified
6. RSHE is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.
7. RSHE involves a combination of sharing information, and exploring issues and values.
8. RSHE is not about the promotion of sexual activity.

4. Curriculum

4.1 Our curriculum is available to all parents and guardians upon request to the Academy.

4.2 We have developed the curriculum in consultation with parents/carers, 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.

4.3 As of September 2024 the curriculum is taught at both KS3 and KS4 during form time. Each session is split across two form times in the morning and is delivered by form tutors, with support from the Head of PSHE and the RSHE Lead.

5. Delivery of RSHE

5.1 RSHE is taught within the Personal, Social, Health and Economic (PSHE) curriculum. Biological aspects of RSHE are taught within the science curriculum, and other aspects are included in religious education (RE).

5.2 Students may also receive stand-alone sex education sessions delivered by a trained health professional where appropriate.

5.3 RSHE 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.

5.4 Parents and Guardians can request more detailed information on the topics covered, including lesson materials and resources from the Academy.

5.5 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/carers, 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).

6. Roles and responsibilities

6.1 **The Trust Board.** The Trust Board will approve the RSHE policy and hold the Principal to account for its implementation.

6.2 **The Principal.** The Principal is responsible for ensuring that RSHE is taught consistently across the Academy, and for managing requests to withdraw students from non-statutory components of RSHE (see section 8).

6.3 **Academy Staff.** Mrs J Manning is Relationships and Sexual Health Coordinator and as such will provide resources, advice and training to staff delivering RSHE content during PSHE sessions. Miss J.Drinkwater is the Academy Nurse, who also provides support and advice to staff and students regarding RSHE content, whilst liaising with the local areas school Nurse programme.

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual students

- Responding appropriately to students whose parents/carers wish them to be withdrawn from the non-statutory components of RSHE

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the Principal.

Teachers delivering the PHSE curriculum will be delivering elements of RSHE. The curriculum is planned and developed by the Head of PSHE in conjunction with the RSHE Coordinator.

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

7. Right to withdraw

7.1 Parents/carers have the right to withdraw their children from the non-statutory components of sex education within RSHE 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 Academy will arrange this.

7.2 Requests for withdrawal should be put in writing and sent to the principal. See Appendix 1.

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

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

8. Training

8.1 Where possible, RSHE training for staff will be included as part of the continuous professional development calendar. Support and guidance will also be given on a one to one/small group basis by the RSHE Coordinator or the Head of PSHE where this is appropriate.

8.2 The Principal will also invite visitors from outside the Academy, such as school nuRSHEs or sexual health professionals, to provide support and training to staff teaching RSHE where possible/appropriate.

9. Monitoring arrangements

9.1 The delivery of RSHE is monitored by the Head of PSHE through: Learning walks, work scrutiny, discussions with staff, students and parents/carers and teaching observations (if necessary) and by assessing students work in KS4.

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

9.3 This policy will be reviewed by the Head of PSHE and RSHE Lead annually. At every review, the policy will be approved by the Trust Board.

10. Safe Handling of Questions

10.1 Staff follow a set of established 'ground rules' in PSHE lessons. This is designed to ensure personal development can take place effectively and that sensitive topics can be covered effectively.

- Be open and honest but no personal comments – Discussions will be about 'general situations'.
- You do not have to speak to the whole class if you do not want to.
- Conversations stay in the room unless there is a safeguarding issue.
- Be open minded and try to understand different opinions to your own.

10.2. All information provided to students is factual, scientific and is based on UK law. Staff who are unable to answer a question which meets these criteria are trained to pass this onto the Head of PSHE or the RSHE lead where they can provide the correct information.

11. Safeguarding

11.1 Although students are reminded that questions and comments are not personal to their own situation, if a teacher becomes concerned about a student based on their work in PSHE lessons, a concern will be logged with the Academy designated safeguarding leader or a member of senior leadership team. All concerns will be kept confidential to those who need to know about the concern and not shared any further.

Appendix 5: Parent/carers withdrawal from sex education within RSHE form

To be completed by parents/carers			
Name of child		Class	
Name of parent/carers		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the Academy to consider			
Parent/carers signature			

To be completed by the Academy			
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Agreed actions from discussion with parents/carers

