



CHILTERN
LEARNING
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Lea Manor High School

Relationships, Sex and Health Education (RSHE) Policy 2026/27

Date Reviewed	Body
October 2026	Local Governing Body
Next review date: November 2027	To be reviewed: Annually

Together we succeed

1. INTRODUCTION

Policies at Lea Manor High School are designed to support the ethos, aims and vision of the school as outlined in the School Improvement Plan.

As a secondary academy school we must provide relationships and sex education (RSHE) to all pupils as per section 34 of The Children and Social Work Act 2017.

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.

All students at Lea Manor High School have the opportunity to access a well planned programme of education relating to personal relationships and sexual matters. The teaching within the school is based on the core values of being “Together we succeed”. The teaching will be inclusive by nature; non-judgemental; and include religious, non-religious, cultural and moral viewpoints.

This policy was developed in response to statutory DfE guidance on *Relationships Education, Relationships and Sex Education (RSE) and Health Education*, The Children and Social Work Act 2017, National Teenage Pregnancy Strategy, PSHE Association guidance and National Healthy Schools Programme, and the House of Commons Briefing Paper ‘Sex and Relationships Education in Schools’ (England) by Robert Long.

2. RATIONALE

2.1 We believe that relationships, sex and health education (RSHE) is an educational entitlement for all pupils and an integral part of each pupil’s emergence into adulthood. RSHE provides knowledge, and encourages the acquisition of skills and attitudes that will allow pupils to manage their lives in a responsible and healthy way.

2.2 RSHE is provided with due regard to the importance and value of family life, and within the framework of spiritual, moral, social, cultural and physical development. The aim of RSHE is to enable pupils to make informed decisions about personal relationships from a basis of knowledge and a recognition of their responsibilities.

2.3 RSHE is a crucial part of preparing our pupils for their lives now and in the future as adults and parents; it calls for careful and sensitive treatment. Parents are key figures in helping their children cope with the physical and emotional aspects of growing up. Our teaching should be complementary and supportive of the role of the parents of our pupils.

2.4 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).

2.5 RSHE plays a vital part in meeting schools’ safeguarding obligations. Ofsted is clear that schools must have a preventative programme that enables students to learn about safety and risks involved in relationships.

3. BROAD GOAL

The main purposes of this policy are:

- 3.1** To encourage personal responsibility in all forms of behaviour.
- 3.2** To build self-esteem.
- 3.3** To encourage respect and consideration for others.
- 3.4** To provide support and information for young people and their parents. The aim of this policy is to communicate clearly to staff, parents, visitors and pupils the manner in which RSHE will be delivered in this school.
- 3.5** To help students understand on and offline safety, consent, violence and exploitation.
- 3.6** To ensure the content is both medically and factually correct with content aligning with DfE guidance, emphasising age appropriateness, biological accuracy, and preventing sexualisation.
- 3.7** Is inclusive of difference and respectful of all protected characteristics under the Equality Act 2010, including sex, sexual orientation, gender reassignment, disability, race, age, and faith or belief.
- 3.8** To ensure that pupils are aware of the effects of child-on-child abuse including sexual harassment, sexual violence and online abuse. Pupils will also be confident to report these issues.
- 3.9** To give pupils the skills to identify appropriate and inappropriate language including language that is sexualised, derogatory or discriminatory. Pupils should feel confident with the processes in place to report incidents to members of staff.

4. PUPILS AND OTHER OUTCOMES

The pupil and other outcomes we expect from the policy are:

- 4.1** Pupils make informed, reasoned and responsible decisions about their lives now and in the future.
- 4.2** Facts are presented to pupils in an objective and balanced manner so as to enable pupils to consider their attitudes and behaviour in present day society.
- 4.3** Pupils know what is and what is not legal.
- 4.4** Staff are well supported in their delivery of this part of the personal, social, health and citizenship education (PSHE) programme and have the necessary knowledge to be effective in this role.
- 4.5** The school works effectively in partnership with relevant outside agencies and speakers in order to achieve these outcomes. Materials from external providers will be reviewed before use, use per DfE requirements.

5. PLANNING AND IMPLEMENTATION

In order to achieve our goals, we will adhere to the following guidelines:

5.1 Knowledge and information

5.1.1 Key Stage 3 (Years 7 and 8): Puberty, personal safety, friendship and love, family life and relationships, gender issues, child-on-child abuse, knife crime and child sexual exploitation, managing changing relationships, recognise personal safety in sexual behaviour, ask for help and support, explain the relationship between self-esteem, self-respect and dignity, skills of assertiveness to resist peer pressure and stereotyping, see complexity of moral, social and cultural issues and form a view of their own. Online safety is also taught, along with vaping/nicotine risks, personal safety in public spaces, and misogyny / Violence Against Women and Girls (VAWG).

5.1.2 Key Stage 4 (Years 9-11): Birth processes, conception and birth, contraception, HIV and AIDS, safer sex, helping agencies, sex and the law, life stages, abortion, fostering and adoption, genetic inheritance, early parenting, sexually transmitted diseases including HIV and AIDS, sexual lifestyles, helping agencies, prejudice and stereotyping, child-on-child abuse, the dangers of sending nudes, different faiths and cultures, the law relating to CSE including the treatment of girls within some gang cultures, how the media influences understanding and attitudes towards sexual health, where to go for help and advice.

5.2 Values and beliefs

5.2.1 As well as knowledge and information, pupils will be encouraged to consider the importance of the following values, which are derived from the school's value system:

5.2.2 Respect and valuing of themselves and others

5.2.3 Understanding and sensitivity towards the needs and views of others.

5.2.4 Responsibility for their own actions.

5.2.5 Responsibility to the school, their family and the wider community.

5.3 Skills and abilities

Pupils will be helped to develop the following skills:

5.3.1 Communication including the making and keeping of relationships.

5.3.2 Assertiveness

5.3.3 Decision making

5.3.4 Recognising and using opportunities to develop a healthy lifestyle. Detailed information can be found in PSHE and science schemes of work.

6. ORGANISATION

RSHE is coordinated by the Assistant Headteacher in charge of PSHE and the subject leader PSHE, who are responsible for the overall planning, implementation and review of the programme.

6.1 Delivery is through:

6.1.1 Planned aspects within the PSHE and science curriculum. This is completed in Citizenship and RE lessons alongside tutor time activities. In addition Year 7-9 will take part in bespoke PSHE lessons, which will be taught on a rotational basis.

6.1.2 Addressing moral and ethical issues that may arise from apparently unrelated topics in all national curriculum subjects. Within this category, as long as any discussion takes place within the context of the subject it will not be deemed to be part of the RSHE programme and therefore not subject to the parental right of withdrawal.

6.1.3 Staff teaching matters of RSHE will be trained by the school nurse, local sexual health clinic and course run by the local authority. There are occasions where RSHE teachers seek support from professionals and outside agencies including the school nurse, Family Hubs and Family Support Workers where appropriate.

6.1.4 Religious Studies contributes to RSHE by explicitly teaching about the beliefs of different faiths in relation to; The value of marriage; Sexuality- including homosexuality and bi-sexuality discrimination and prejudice; Abortion and contraception; issues such as arranged marriage and forced marriage; other religious attitudes to sex, marriage, relationships and contraception; other subjects have a contribution as topics may arise naturally.

6.1.5 All topics are approached in order to take into account the needs, ages, physical and emotional development of students as well as to ensure that students have knowledge and understanding to answer GCSE questions (later applicable for Science and RE especially).

6.2 Teaching approaches

A variety of approaches are used to give pupils relevant information; to enable moral issues to be explored through discussion; and to acquire appropriate skills. Details can be seen in the schemes of work.

6.3 Answering difficult or inappropriate questions

Sometimes an individual pupil will ask an explicit, difficult or inappropriate question in the classroom. Questions do not have to be answered directly and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in these situations and refer to the Assistant Headteacher in charge of PSHE or year leader if they are concerned.

RSHE helps children to understand the difference between healthy and abusive relationships and to understand how to get help if they are experiencing abuse. We recognise that when discussing some of the issues RSHE covers, some pupils could disclose abuse or other harmful experiences. In cases of a disclosure, all staff have statutory training around child protection and will follow the schools safeguarding policy and procedures.

We also recognise that some children may be vulnerable to some of the content delivered in RSHE due to a previous safeguarding concern, ongoing concerns or changes to their personal life. For those children, additional support will be given to prevent them being affected by the scenarios or topics in planned lessons.

6.4 Pupil groupings

Pupils are generally taught in mixed ability and mixed gender groups. When there is a specific need (for example members of a faith group), arrangements will be made to teach pupils in appropriate groupings. Certain topics will be taught in smaller single sex groups by a teacher of the same gender as the pupils. Before these topics are taught, a letter will be sent to parents informing them of the fact, and offering them the opportunity to speak to the Assistant Headteacher about the topics if they have any questions or concerns.

6.5 Inclusion

6.5.1 Inclusion: Ethnic and Cultural Groups: Lea Manor High School intends the policy to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught specific items in mixed groups. The school will respond to parent/carer requests and concerns.

6.5.2 Inclusion: Students with Special Needs: In planning RSHE for students with SEND, our teachers consider a range of responses. For example; Additional Support given by staff; Activities may be differentiated or adapted; Programme aspects may need to be emphasised or expanded; Revisiting knowledge and skills in different contexts.

6.5.3 Inclusion: Sexual Orientation and Gender Reassignment: The school is committed to dealing sensitively, factually, and impartially with topics surrounding sexual orientation and gender reassignment in line with the Equality Act 2010. Teaching will present biological sex and legal definitions clearly, ensuring contested views around gender identity are not presented as objective fact, while creating a safe and supportive environment for all pupils.

6.6 Resources

6.6.1 Materials – a wide range of teaching resources are available to teachers and for inspection by parents through the coordinators. For parental transparency, resources/curriculum content must be freely shared with parents on request.

6.6.2 Staff - with regard to RSHE it is important that staff feel comfortable with the subject matter. Only appropriately trained staff will be involved. Support will be offered through an in-service training programme. All staff are asked to teach within the school's value framework.

6.6.3 Time available - RSHE forms some part of the curriculum in every year group (see relevant schemes of work).

7. SPECIFIC ISSUES

The following issues may occur as part of RSHE. Staff, parents and pupils need to understand the schools' procedures.

7.1 Confidentiality and advice

Pupils will be made aware that some information cannot be held confidentially, and made to understand that if certain disclosures are made, certain actions will ensue. At the same time pupils will be offered sensitive and appropriate support. All adults will adhere to the following procedures:

7.1.1 In the case of disclosure or suspicion of possible abuse, the school's child protection procedures will be invoked (see relevant policy).

7.1.2 In the case of disclosure of pregnancy or advice on contraception, pupils who are in difficulty will be made aware that they can talk to an adult in the school and that they will be supported.

7.1.3 Professional information and guidance will always be sought from a health professional. The school will always encourage pupils to talk with their parents first.

7.1.4 Pupils should be asked whether they can tell their parent(s) and whether they want help in doing so. If this takes place, subsequent responsibility lies with the parent(s).

7.1.5 If pupils refuse to tell their parent(s), the appropriate adult should refer them to a health professional.

7.1.6 The adult will report the incident to the Headteacher via the named member of the Leadership Team for child protection who will consult with the health professional about informing the parent(s).

7.2 Family life

7.2.1 The value of family life is an important aspect of RSHE, which will be approached largely through a consideration of the qualities and relationships between the family group of people, with an emphasis on stability, respect, caring and support.

7.2.2 As part of the RSHE programme, issues of contraception, HIV/AIDS, sexuality and abortion are addressed. Facts are presented in an objective and balanced way, with pupils being encouraged to consider their attitudes and values. They will be made aware of the difference between fact, opinion and religious belief.

7.3 Forced Marriage (FM)

A forced marriage is where one or both people do not consent to the marriage and pressure or abuse is used. It is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious violation of human rights. The Anti-Social Behaviour Crime and Policing Act 2014 makes it a criminal offence to force someone to marry. This is a separate issue from arranged marriage. Young men and women can be at risk in affected ethnic groups. Whistle-blowing may come from younger siblings. Other indicators may be changes detected in adolescent behaviours. This issue is taught explicitly in both a cultural and religious context. The value of marriage is explored through discussion both in Citizenship, RE and PSHE.

7.4 Female Genital Mutilation (FGM)

FGM involves procedures that intentionally alter/injure the female genital organs for non-medical reasons. FGM is internationally recognised as a violation of human rights of girls and women. FGM is illegal in the UK. It is also illegal to take a British national or permanent resident abroad for FGM or to help someone trying to do this. At Lea Manor High School, FGM is explicitly taught to Years 7-11 and it's illegal status is emphasised.

7.5 Complaints procedure

Any complaints about the RSHE curriculum should be made to the Headteacher who will report to the governors.

7.6 Parental partnership

In accordance with statutory DfE guidance, the school maintains an open and transparent relationship with parents and carers regarding the RSHE curriculum:

Policy & Curriculum Access: This policy, along with statutory curriculum overviews and representative sample resources, can be made available upon request to all parents and carers.

Parental Representations: Parents and carers can be informed of the RSHE curriculum content and are invited to contact the Assistant Headteacher in charge of PSHE to ask questions, review materials, or raise representations regarding the delivery of the subject.

Parental Veto: While the school consults and listens to parental feedback, parents do not have a statutory right to veto core curriculum content determined by the school in line with DfE requirements.

Process for Requesting Withdrawal:

Request & Discussion: Parents/carers wishing to make a request should contact the school in writing. Upon receiving a request, the senior leader in charge of PSHE will arrange a discussion with the parent/carer (and, where appropriate, the pupil) to discuss the request, explain the statutory context, outline the educational materials used, and address any concerns.

Decision & 16th Birthday Rule: Following the parent/carer discussion, the Headteacher will grant the request to excuse the pupil from non-statutory sex education, except in exceptional circumstances. Once the pupil is within three terms of their 16th birthday, should the pupil express a

wish to receive sex education rather than be excused, the school will arrange for them to receive sex education during one of those terms. At this stage, the pupil's explicit decision will override any parental withdrawal request.

Alternative Provision: Where a pupil is excused from sex education, the school will document the process and ensure the pupil receives purposeful, appropriate alternative education during those lessons.

8. MONITORING EVALUATION AND REVIEW

This policy will be reviewed annually by the Assistant Headteacher in charge of PSHE and reviewed by governors.

8.1 RSHE will be monitored by the Assistant Headteacher in charge of PSHE.

8.2 Dissemination of the policy

The policy and full programmes of study are available on request to parents and other interested parties through the Headteacher. Other policies which have relevance to RSHE are equal opportunities, bullying and child protection.