

Higham Lane North Academy

RSHE Policy



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1. Aims

The aims of relationships and sex education (RSE) and Health education (referred to as RSHE Education) 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 to 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

2. Statutory requirements

As a secondary academy school we must provide RSE to all pupils as per section 34 of the [Children and Social work act 2017](#).

In teaching RSE, 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](#).

At Higham Lane North Academy we teach RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with key stakeholders. The consultation and policy development process involved the following steps:

1. A review of the current curriculum has been made by Miss R Charles - Deputy Headteacher, which has 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 curriculum and make recommendations.
3. The RSHE curriculum is being reviewed for September 2026 in line with DFE Statutory guidance. All parents and carers will be consulted on this and given the opportunity to share feedback via an online form and SLT Coffee and Chat forums.
4. Student consultation – students will be invited to view a presentation about the new RSHE curriculum and policy and will be invited to make recommendations regarding it.
5. Ratification – where any amendments are made, the policy is shared with governors and ratified.

4. Definition

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.

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, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils 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.

For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of RSE

RSE is taught within the Citizenship, Personal, Social, Health and Economic (CPSHE) Education curriculum. Biological aspects of RSHE are taught within the science curriculum, and other aspects are included in Religious Studies.

All content is planned to be age-appropriate for students and recognises the need for:

- students understanding of the content
- noting the relative maturity of students
- not promoting exploration
- avoiding learning content from a biased/non-factual setting (such as peers)

Within HLNA, content is planned so it is age-appropriate and works in a progressing spiral so understanding will build each year on prior content and where needed, key messages are conveyed in a more mature way as the student gets older.

Appendix 1 shows the RSHE curriculum content by academic year. The information includes the lesson title, a description of what will be taught and how it is linked to the compulsory RSHE curriculum.

Some or all of the lessons indicated on these slides will be delivered to our students. This is dependent on term length and the number of lessons available to the key stage.

External agency usage

External agencies can improve CPSHE delivery. However, it is our responsibility to ensure we do not involve agencies who will:

- promote non-democratic political systems rather than those based on democracy, whether for political or religious reasons or otherwise
- teach that requirements of English civil or criminal law may be disregarded whether for political or religious reasons or otherwise
- engage in or encourage active or persistent harassment or intimidation of individuals in support of their cause
- promote divisive or victim narratives that are harmful to British society
- select and present information to make unsubstantiated accusations against state institutions

Examples of the external agencies we currently use are: The Fire Service, Warwickshire County Council Road Safety Team, Loudmouth Theatre Company, Integrated Sexual Health Services and the Police.

We aim that the CPSHE curriculum is being delivered in a safe environment by:

- setting ground rules for lessons, where needed, particularly around not sharing personal information
- stopping discussions if personal information is shared in lessons and following up with students later where needed
- not promising confidentiality if a student confides something concerning
- telling our students they can ask for help and they will be taken seriously

Supporting students with special educational needs

- Individual lesson plans will be adapted to differentiate the work to meet all our students' needs
- Additional planned resources will support SEND students
- All lessons will be planned to repeat key facts and messages of content to ensure SEND students are able to identify its importance
- Key facts and messages will be repeated in subsequent lessons/messages
- Delivery of lessons will be through form tutors or other teaching staff who are familiar with the needs of the student
- Additional support can also be given to individual students through work with their key worker or with specialist external agencies

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 relationships
- Being safe in relationships
- 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, lesbian, gay, bi-sexual, transgender (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 the RSE policy, and hold the headteacher to account for its implementation.

The governing board has delegated the approval of this policy to the Curriculum and Standards Sub Committee.

7.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science 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 pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science 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 Subject Leader for CPSHE and the headteacher.

All staff on timetable to teach CPSHE will teach aspects of the RSHE curriculum.

Romayne Charles is the member of staff with responsibility for the RSHE curriculum at Higham Lane North Academy.

7.4 Pupils

Pupils 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/non-science 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 to the deputy headteacher. Parents/carers may use the form found in Appendix 3 of this policy and addressed to the deputy headteacher.

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

Alternative work will be given to pupils 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 and other relevant senior staff 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, as appropriate.

10. Monitoring arrangements

The delivery of RSE is monitored by Romayne Charles, Deputy Headteacher.

- Termly teacher feedback at the end of each module
- Termly student voice
- Termly lesson visits
- Annual parental consultation
- Annual governor consultation
- Annual subject audit, in line with emerging DfE or local advice

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

This policy will be reviewed by Romayne Charles annually.

Appendix 1: Curriculum Map

Higham Lane North Academy Care and Support Curriculum Year 7 Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Managing change & staying safe: Transition to secondary school, managing emotions and personal safety in and outside school.	Building healthy relationships: Healthy friendships and romantic relationships (including online). Boundaries and consent.	Health & puberty: Healthy and unhealthy lifestyles, vaping, smoking, personal hygiene and puberty.	Diversity and equality: Identity, prejudice, discrimination, stereotyping and bullying. Protected Characteristics and the Equality Act 2010.	Digital Safety: Safe online relationships, cyberbullying, and safer online gaming. Biased and misleading information online.	Self-awareness: Job families, skills, qualities, working as part of a team and action planning.
Year 7	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	1. Moving to Secondary School	1. Health Relationships	1. Healthy Lifestyles: Diet, sleep and exercise	1. Identity	1. Your digital footprint	1. Future Skills
	2. Making friends	2. Safe Online Relationships	2. Unhealthy lifestyles: Vaping and Smoking	2. Prejudice and Discrimination	2. Social Media Pressures	2. Skills and Qualities
	3. Managing Change and Conflict	3. Banter, bullying and hurtful behaviour	3. Healthy Routines: Personal hygiene	3. Challenging Stereotypes	3. Cyberbullying	3. Teamwork
	4. Staying safe roads, buses, railways and water.	4. Pressure and relationships	4. Physical and emotional changes in puberty	4. Disabilities and Protected Characteristics	4. Online Gaming	4. Action planning
	5. Staying safe when out and about	5. Consent and boundaries	5. Mental Health- Strategies for dealing with anxiety.		5. Online Grooming and Exploitation	
					6. How to respond to online safety incidents.	
	FBV: Introduction to all of the British Values.	FBV: Tolerance and Respect	FBV: Individual liberties	FBV: Democracy	FBV: Rule of Law	FBV: Review of all of the British Values

Appendix 2: By the end of secondary school pupils should know

TOPIC	PUPILS 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	PUPILS 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 which 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)

TOPIC	PUPILS SHOULD KNOW
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 pressurising 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

Once completed this should be emailed FAO Romayne Charles via hello@hlina.co.uk .

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	