



LIONHEART
EDUCATIONAL
TRUST

RELATIONSHIP AND SEX EDUCATION (RSE)
POLICY (SECONDARY)

**This policy applies to all secondary schools within
the Lionheart Educational Trust**

Approved by the Trust

April 2025 – April 2027

This Policy was developed in response to Sex and Relationship Education Guidance DfES 2019.

Relationships and Sex Education Policy (RSE) for Secondary Schools.

Statutory Guidance



Contents

| | |
|---------------------------------------------------------------------------|---|
| What Is Relationships and Sex Education? | 3 |
| Policy Development | 3 |
| Principles and values..... | 3 |
| Aims | 4 |
| Organisation and Content of Relationships and Sex Education | 5 |
| Inclusion | 5 |
| Ethnic and Cultural Groups | 5 |
| Students with Special Needs..... | 6 |
| Sexual Identity and Sexual Orientation..... | 6 |
| Right of Withdrawal of Students from Relationships and Sex Education..... | 6 |
| Confidentiality, Controversial and Sensitive Issues | 6 |
| Training | 6 |
| Monitoring and Evaluation of Relationships and Sex Education | 7 |
| Appendix 1 Curriculum Map Year 7 - 11 | 8 |
| Appendix 2 Curriculum Map Year 12-13..... | 9 |



Lionheart Educational Trust Schools must provide RSE to all students 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. Our policy will have due regard for the DfE's statutory Relationships Education, Relationships and Sex Education and Health Education Guidance and will conform to the statutory guidance applicable to schools from September 2020.

What Is Relationships and Sex Education?

RSE is lifelong learning about physical, sexual, moral and emotional development and the consequences of sexual relationships. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. Effective RSE does not promote early sexual experimentation but teaches young people how to understand human sexuality and respect themselves and others. It will enable our young people to mature, build confidence and self-esteem. It will support young people as they become adults to develop safe and healthy sexual relationships at appropriate times, thus also supporting their mental health.

Policy Development

This policy has been developed in consultation with staff, students, parents/carers and governors.

Principles and values

Lionheart Educational Trust believes that RSE should:

- Be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life.
- Be an entitlement for all young people.
- Encourage every student to contribute to our community and aims to support each individual as they grow and learn.
- Be set within this wider school context and support family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. nuclear family. It includes a variety of types of family structure, and acceptance of different approaches.
- Encourage learners and teachers to share and respect each other's views. We are aware of different approaches to sexual orientation, without promotion of any particular family structure. The important values are love, respect and care for each other.
- To ensure that learners are made aware of the potential risks and dangers of grooming, sexual exploitation and age-inappropriate relationships.
- Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment.
- Recognise that parents and carers are key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents/ carers and learners, consulting them about the content of programmes.



- Recognise that the wider community has much to offer and we aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers.

Relationships and Sex Education has three main elements:

Attitudes and Values

- Learning the importance of values, individual conscience and moral choices;
- Learning the value of stable and loving relationships;
- Learning about the nurture of children;
- Learning the value of respect, love and care;
- Exploring, considering and understanding moral dilemmas;
- Developing critical thinking as part of decision-making
- Challenging myths, misconceptions and false assumptions about normal behaviour.

Skills and Attributes

- Learning to manage emotions and relationships confidently and sensitively;
- Developing self-respect and empathy for others;
- Learning to make choices with an absence of prejudice;
- Developing an appreciation of the consequences of choices made;
- Managing conflict;
- Empower students with the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter).

Knowledge and Understanding

- Learning and understanding physical development;
- Understanding human sexuality, reproduction, sexual health, emotions and relationships;
- Learning about contraception and the range of local and national sexual health advice, contraception and support services;
- Learning the reasons for delaying sexual activity, and the benefits to be gained from such delay;
- The avoidance of unplanned pregnancy.

Aims

The Lionheart Educational Trust believes that the essential aim of Relationships and Sex Education should be to provide learners with the knowledge and skills to enable them to make informed and responsible choices now and in later life, emphasising the benefits of a healthy lifestyle. We think that Relationships and Sex Education should contribute to promoting the spiritual, moral, cultural, mental and physical development of learners at school and of society and to prepare learners for the opportunities, responsibilities and experiences of adult life.

As a Trust we have prioritised the following objectives:



- To promote learners' self-esteem and confidence, especially in their relationships with others.
- To give accurate information about reproduction, contraception, safer sex, sexually transmitted infections, sexuality, sexual relationships and information about their entitlement to confidential helping services.
- To give learners opportunities to explore and clarify some of their attitudes towards friendships, sexuality and gender.
- To foster gender equality and LGBT+ equality and challenge all forms of discrimination in lessons and in every-day school life.
- To encourage exploration of values and moral issues, hearing the points of view of others and respecting their own and other people's decisions, rights and bodies. To encourage the development of communication and decision-making skills.
- To promote safe, equal, caring and enjoyable relationships and discuss real age appropriate issues such as friendships, families, consent, relationship abuse, sexual exploitation and safe relationships online.
- To help young people to develop skills to recognise, negotiate, avoid and resist unwanted sexual pressure.
- To give learners a chance to explore ideas about family, marriage, parenting and the ways in which people care for each other, and the benefits of stable relationships.
- To offer the forum for realistic discussion about the effects of early sexual activity and diverse attitudes towards this.
- To be responsive to differing needs and backgrounds.
- To prepare young people for transitions and later life.
- To be aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary.
- To know how the law applies to sexual relationships.
- To ensure students understand the meaning of consent in the context of sexual relationships.

Organisation and Content of Relationships and Sex Education

Any RSE lesson may consider questions or issues that some students will find sensitive. When students ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. We endeavour to create a safe learning environment where all feel they can contribute as appropriate. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time. More expert or specialist teachers support tutors who are uncomfortable with teaching certain aspects of the curriculum.

Inclusion

Ethnic and Cultural Groups

We intend our policy to be sensitive to the needs of different ethnic groups. We will respond to parental requests and concerns.



Students with Special Needs

We will ensure that all young people receive Relationships and Sex Education, and we will offer provision appropriate to the particular needs of all our learners, taking specialist advice where necessary.

Sexual Identity and Sexual Orientation

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. Young people, whatever their developing sexuality, need to feel that Relationships and Sex Education is relevant to them.

Right of Withdrawal of Students from Relationships and Sex Education

- Parents will not be able to withdraw their child from any aspect of Relationships Education or Health Education.
- Parents will be able to withdraw their child (following discussion with the school) from any or all aspects of Sex Education, other than those which are part of the science curriculum, up to and until three terms before the age of 16.
- After that point, the guidance states that 'if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms.'
- Where students are withdrawn from sex education, schools should document the process and will have to 'ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.'

Confidentiality, Controversial and Sensitive Issues

Teachers cannot offer unconditional confidentiality. Teachers are legally bound to follow child protection procedures within school.

In a case where a teacher learns from an under 16 year old that they are having or contemplating sexual intercourse:

- The young person will be advised, wherever possible, to talk to the Health and Well Being Team and if necessary to seek medical advice.
- Child protection issues will be considered, and referred if necessary to the member of staff responsible for Child Protection under the school's procedures.

Health professionals in school are bound by their codes of conduct in a one-to-one situation with an individual learner, but in a classroom situation they must follow the school's confidentiality policy.

Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development.

Trust schools will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support for learners and staff training.



Monitoring and Evaluation of Relationships and Sex Education

It is the responsibility of the Principal to oversee and organise the monitoring and evaluation of RSE within the PSHE programme. The PSHE programme through the Health and Wellbeing agenda will be reviewed in the same way as a subject department, with monitoring and evaluation taking place in line with the Trust QA. The Governors are responsible for overseeing, reviewing and organising the revision of the Relationships and Sex Education Policy.

Appendix 1 Curriculum Map Year 7 - 11

| Lesson | Week Beginning | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 |
|--------|-------------------|-----------------------------------------------|--------------------------------------------|----------------------------------------------|--------------------------------------------------|--------------------------------------------------------|
| 1 | 05 September 2022 | Establishing and Managing Friendships | Energy Drinks and their Dangers | Healthy and Unhealthy Friendships | Adolescence: Managing Emotions | Perseverance and Procrastination |
| 2 | 12 September 2022 | Identifying and Managing Emotions | Habit and Dependence | Types of Behaviour and Communication | Reframing Negative Thinking | The Importance of Sleep |
| 3 | 19 September 2022 | Personal Strength and Development | Risks of Alcohol and Smoking | Risks and Influences Online and Offline | Signs of Emotional and Mental Ill-Health | Dealing with Change |
| 4 | 26 September 2022 | Improving Study Skills | Medicinal and Recreational Drugs | Drugs and Alcohol | Promoting Mental and Emotional Wellbeing | Exam Stress Management |
| 5 | 03 October 2022 | Independent Travelling Safety | Using Medication Safely | Gang Culture | Mental Health and the Media | Creating Online Content |
| 6 | 10 October 2022 | Personal Safety and Basic First Aid | Promoting Positive Social Attitudes | Knife Crime | Challenging Stereotypes: Misinformation | Managing Time Effectively |
| HT | 17 October 2022 | Half Term | | | | |
| 7 | 24 October 2022 | Assessment and Feedback | Assessment and Feedback | Assessment and Feedback | Assessment and Feedback | Assessment and Feedback |
| 8 | 31 October 2022 | Essential Skills | Work/Life Balance and Equality | Skills and Qualities | Electoral Systems | Using Constructive Feedback |
| 9 | 07 November 2022 | What is CEIAG? | Challenging Stereotypes: Pay Gap | How to Demonstrate Strengths | Collection of Data and Targeted Advertising | Writing CVs and Personal Statements |
| 10 | 14 November 2022 | Skills and Qualities | Types of employment | Managing Emotions in the Workplace | Key Elements of The UK Constitution | Interview Technique |
| 11 | 21 November 2022 | Identifying future careers aspirations | Goal Setting | P16 Options | Budgeting, Saving and Debt | Maximising Employability Including Online |
| 12 | 28 November 2022 | Challenging Stereotypes: Careers | Options For Year 9 | Year 10 Options | Gambling and Debt | Rights and Responsibilities: Part Time |
| 13 | 05 December 2022 | Assessment and Feedback | Assessment and Feedback | Assessment and Feedback | Assessment and Feedback | Assessment and Feedback |
| 14 | 12 December 2022 | Identity and Rights | Influences on Beliefs and Decisions | Types of Families | Misconceptions in Relationships | Core Values and Emotions |
| HT | 19 December 2022 | Half Term | | | | |
| HT | 26 December 2022 | Half Term | | | | |
| 15 | 02 January 2023 | Living in a Diverse Society | Self Worth and Self Confidence | Types of Parenting | Risks and Benefits of Online Relationships | Gender Identity and Sexual Orientation |
| 16 | 09 January 2023 | Challenging Stereotypes: Diversity | Gender Identity | Positive Family Relationships | Media Impact on Body Image | Communication in Relationships |
| 17 | 16 January 2023 | Bullying and Cyberbullying | Equality Act and Protected Characteristics | Types of Conflict | Consent: Manipulation and Co-Erion | Handling Unwanted Attention and Challenging Harassment |
| 18 | 23 January 2023 | Being an Upstander (Response) | Challenging Discrimination: Gender | Conflict Resolution Strategies | Challenging Victim Blaming | Relationships and Abuse |
| 19 | 30 January 2023 | Supporting Others | Challenging Discrimination: Racism | Managing Family Changes | Relationship Values and Positive Sexual Health | Unhealthy and Exploitative Relationships |
| 20 | 06 February 2023 | Assessment and Feedback | Assessment and Feedback | Assessment and Feedback | Assessment and Feedback | Assessment and Feedback |
| 21 | 13 February 2023 | The Importance of Sleep | Challenging Stereotypes: Mental Health | Links Between Physical and Mental Health | Role Models and Their Influence | Forms of Government |
| HT | 20 February 2023 | Half Term | | | | |
| 22 | 27 February 2023 | Having a Healthy Diet | Daily Wellbeing | Work Life Balance | Media Portrayal of Gang Culture | Improving Your Local Community |
| 23 | 06 March 2023 | Personal Hygiene | Developing Resilience: In Person | Healthy Eating | Impact of Drugs and Alcohol on Others | Dealing with Complex Issues Within the Law |
| 24 | 13 March 2023 | Dental and Physical Health | Developing Resilience: Digital | Influences on Body Image | Managing Peer Influence | Screening and Self Examination |
| 25 | 20 March 2023 | FGM | Healthy and Unhealthy Coping Strategies | Taking Responsibility for Your Health | Exit Strategies for Pressured Situations | Cosmetic and Aesthetic Body Alterations |
| 26 | 27 March 2023 | Assessment and Feedback | Assessment and Feedback | Assessment and Feedback | Assessment and Feedback | Assessment and Feedback |
| HT | 03 April 2023 | Half Term | | | | |
| HT | 10 April 2023 | Half Term | | | | |
| 27 | 17 April 2023 | Developing Self Worth | Forming Positive Relationships | Sexual Choices | Inclusion and Belonging Within Communities | Changing Family Structures |
| 28 | 24 April 2023 | Types of Positive Relationships | Gender vs Sex | Consent: Misconceptions, Capacity and Rights | Equality Act and Protected Characteristics | Fertility |
| 29 | 01 May 2023 | Relationships and Gender | Consent: The Law | STDs and Safer Sex | Social Media: Influences on Beliefs and Opinions | Ready for Parenthood |
| 30 | 08 May 2023 | Challenging Stereotypes: Media | Sexting | Consequences of Unprotected Sex | Managing Conflicting Views | Unplanned Pregnancy |
| 31 | 15 May 2023 | Expectations in Romantic Relationships | Contraception | Relationships in the Media | Challenging Discrimination | Loss and Grief |
| 32 | 22 May 2023 | Consent: Seeking and Communicating | Social Media and Online Grooming | Sexual Risks of Social Media | Recognising and Responding to Radicalisation | Forced Marriage |
| HT | 29 May 2023 | Half Term | | | | |
| 33 | 05 June 2023 | Assessment and Feedback | Assessment and Feedback | Assessment and Feedback | Assessment and Feedback | |
| 34 | 12 June 2023 | Roles of Citizens, Parliament and Monarchs | The Political System | Legal and Illegal Financial Activities | Evaluating Strengths and Weaknesses | |
| 35 | 19 June 2023 | British Law | How Parliament Works | Risk and Financial Activities | Opportunities in Learning and Work | |
| 36 | 26 June 2023 | Community Links | How The Justice System Works | Living On Your Own: Types of Accommodation | Responsibilities in the Workplace | |
| 37 | 03 July 2023 | Money Choices: Borrowing, Budgeting, Spending | Human Rights | Living On Your Own: Bills and Utilities | Building on and Learning from Work Experience | |
| 38 | 10 July 2023 | Assessment and Feedback | Assessment and Feedback | Assessment and Feedback | Assessment and Feedback | |



Appendix 2 Curriculum Map Year 12-13

| Lesson | Week Beginning | Year 12 | Year 13 |
|-----------|-------------------|-------------------------------------------------------------|------------------------------------------|
| 2 | 05 September 2022 | Managing Work Life Balance | Monitoring Personal Health and Wellbeing |
| 3 | 12 September 2022 | Signs of Emotional or Mental Ill Health | Making Health Choices |
| 4 | 19 September 2022 | Stress Management Strategies | Illnesses That Affect Young People |
| 5 | 26 September 2022 | Effects of Body Image | How to Perform Screening |
| 6 | 03 October 2022 | Influences and Risks Relating to Body Alterations | Contraception: STIs |
| 7 | 10 October 2022 | Assessment and Feedback | Assessment and Feedback |
| Half Term | | | |
| 8 | 17 October 2022 | Evaluating Strengths, Skills and Interests | Global Market and Choices |
| 9 | 24 October 2022 | Writing a CV | Application Processes for the Future |
| 10 | 31 October 2022 | Rights and Responsibilities: Full and Part Time | Building a Professional Online Presence |
| 11 | 07 November 2022 | Being Professional | Challenging Online Content |
| 12 | 14 November 2022 | Overcoming Adversity in the Workplace | Social Media: Uses and Risks |
| 13 | 21 November 2022 | Assessment and Feedback | Assessment and Feedback |
| 14 | 28 November 2022 | Challenging Prejudice: Equality Act | Communicating Expectations |
| 15 | 05 December 2022 | Celebrating Diversity and Inclusion | Contraception: Which to Use and When |
| Half Term | | | |
| 16 | 12 December 2022 | Cultural Influences on Relationships | |
| 17 | 19 December 2022 | Effective Communication in Relationships | How to Access Sexual Health Guidance |
| 18 | 26 December 2022 | Challenging Discrimination: Online | Fertility |
| 19 | 02 January 2023 | Extremism and Radicalisation | Unplanned Pregnancy |
| 20 | 09 January 2023 | Assessment and Feedback | Assessment and Feedback |
| 21 | 16 January 2023 | Setting Aspirational Goals | Budgeting for a Change in Circumstance |
| 22 | 23 January 2023 | Evaluating the Labour Market | Salary Deductions and Savings Options |
| Half Term | | | |
| 23 | 30 January 2023 | Evaluating PS18 Choices | Financial Contracts |
| 24 | 06 February 2023 | Evaluating Financial Implications of PS18 Choices | Risks of Financial Ventures |
| 25 | 13 February 2023 | Managing Credit and Debt Arrangements (SLC) | Media: Recognising Propaganda |
| 26 | 20 February 2023 | Assessment and Feedback | Assessment and Feedback |
| 27 | 27 February 2023 | Consent: Assertiveness in Decisions | Managing Mature Friendships |
| Half Term | | | |
| 28 | 06 March 2023 | Consent: Emotional, Physical, Social and Legal Consequences | Managing Transitions to a New Life Phase |
| 29 | 13 March 2023 | Identifying Signs of Abuse | Maintaining Healthy Relationships |
| 30 | 20 March 2023 | Attitudes Towards Sexual Assaults | Negotiating Boundaries in Relationships |
| 31 | 27 March 2023 | Recognising Manipulation and Coercion | Managing Strong Emotions |
| 32 | 03 April 2023 | Forced Marriages | Gangs and Carrying a Weapon |
| 33 | 10 April 2023 | Assessment and Feedback | Assessment and Feedback |
| Half Term | | | |
| 34 | 17 April 2023 | Managing Risk and Personal Safety: Online | |
| 35 | 24 April 2023 | Managing Risk and Personal Safety: Travelling | |
| 36 | 01 May 2023 | Rights and Responsibilities: Travelling | |
| 37 | 08 May 2023 | Performing First Aid | |
| 38 | 15 May 2023 | Impacts of Substance Abuse | |
| 39 | 22 May 2023 | Assessment and Feedback | |