



Relationships, Sex and Health Education Policy

St Laurence School Academy Trust

Date of last review:	May 2025	Review period:	Annually by Community and Ethos Committee
Date of next review:	May 2026	Owner:	Assistant Headteacher



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1. Introduction

St Laurence is committed to educating students in relationships and sex in accordance with statutory DFE guidance and the PSHE Association. This will be conducted sensitively, informed by the belief that people are our treasure as a gift from God and, as a result, we value all students equally, whatever their background, disability, ethnicity, gender, identity, learning difficulty, nationality, religion, or sexual orientation. We are committed to embedding a school culture that is fully inclusive, encouraging respect for difference and diversity and ensuring that all students learn in a supportive, caring and safe environment within the Christian values that underpin our ethos as a Church of England School. At St Laurence, Relationship, Sex and Health Education (RSHE) is rooted in Christian values and reflects the diverse and inclusive nature of our school and Diocese. RSHE is part of a lifelong learning about physical, moral and emotional development. At St Laurence School, RSHE is centred on personal safety, caring for others and building strong family relationships. This is coupled with teaching students about sexual health (including safe sex), and sexuality.

Effective relationship, sex and health education is essential if young people are to make responsible and well-informed decisions about their lives. RSHE at St Laurence is intended to help students learn about relationships, emotions, sexuality and sexual health. We aim to present relevant facts in an objective and balanced manner. RSHE at St Laurence will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

2. Purpose

To enable a clear strategy in the delivery of Relationship, Sex and Health Education by ensuring that all members of the school community understand our moral responsibility to ensure we afford all students the equal opportunity to achieve their personal best educational outcomes and support all young people to be happy, healthy and safe – we want to equip them for adult life and to make a positive contribution to society.

The DFE states the rationale of an RSHE programme is:

‘To embrace the challenges of creating a happy and successful adult life, students need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Students can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.’

The Church of England states that RSHE should be delivered in a way that affords dignity and shows respect for all who make up our diverse community.

At St Laurence School we want all our young people to be able to flourish.

3. Aims, Values and Objectives

Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy and how to manage their academic, personal and social lives in a positive way.

These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others’, wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society. -Secretary of State Foreword

Our school’s overarching aims and objectives for pupils are to ‘care, inspire and succeed’. RSHE is underpinned by a clear set of embedded values and principles that complement the school ethos and permeate through the teaching practice, resources and classroom management of RSHE lessons. It is aligned with our school core values of ‘care, inspire and succeed’.



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High quality RSHE help create a safe school community in which our students can grow, learn and develop positive, healthy behaviour for life.

“For Church schools, RSHE is about the emotional, social and physical aspects of growing up, healthy relationships, sex, human sexuality and sexual health. It is also about the spiritual and moral aspects of relationships within the context of a Christian vision for the purpose of life.” Church of England Education Office Response to Call for Evidence on RSHE Curriculum

RSHE is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health in an age and stage appropriate manner. We recognise the importance of RSHE in preparing children and young people to live safe, fulfilled and healthy lives. The overarching objective of RSHE is to support children and young people through a journey of physical, emotional and moral development via the teaching of essential knowledge, skills and values within the framework of the law and provisions of the Equality Act, 2010. Our school’s vision for RSHE is to equip children and young people with accurate information, positive values and the skills to enjoy healthy, safe and positive relationships, to celebrate their sexuality and to take responsibility for their health and wellbeing both now and in the future.

Effective RSHE can make a significant contribution to the development of personal skills needed by pupils to establish and maintain relationships. RSHE will ensure children and young people are encouraged to understand the importance of stable, loving relationships, respect, love, and care. It also enables young people to make responsible and informed decisions about their health and wellbeing.

4. Statutory requirements

As a secondary academy school we must provide RSHE to all students 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](#).

A student can be excused from the sex education aspects of RSHE, but not from relationships education or health education (see topics in red in appendix 1). Please refer to section 10 of this document for the withdrawal process.

At St Laurence School we teach RSHE as set out in this policy.

5. Policy development

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

The RSHE policy and curriculum has been produced in line with statutory guidance from the Department for Education, with input from our expert staff and in consultation with parents. We are clear that parents and carers are the prime educators for children on many of these matters. At St Laurence we aim to work in collaboration with parents and carers, building on what students learn at home. This policy and the RSHE curriculum reflect our School’s context and diverse nature as well as recognising that the role of educating every student is a partnership between home and school.

The consultation and policy development process involved the following steps:

- Review: a member of staff or working group collated all relevant information including relevant national and local guidance
- Staff consultation: all school staff were given the opportunity to look at the policy and make recommendations
- Parent/stakeholder consultation: parents and any interested parties were invited to consult about the policy
- Pupil consultation: we investigated what exactly students want from their RSHE



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- Ratification: once amendments were made, the policy was shared with governors and ratified

6. Definition

Relationships, sex and health education (RSHE) is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being. (Sex Education Foundation <https://www.sexeducationforum.org.uk/>)

The Sex Education Forum believes that Relationships Education should promote equal, safe and enjoyable relationships and be taught in a way which fosters lesbian, gay, bisexual, transgender (LGBT) and gender equality, in line with the Equalities Act 2010. RSHE is not about the promotion of sexual activity or individual lifestyle preferences.

7. Curriculum

All children are entitled to access a broad and balanced curriculum delivered in an age and stage appropriate manner. Teachers will include a range of teaching styles and groupings to allow all children to make progress. Every child will be given opportunity to develop their skills independently and in groups, enhancing their own confidence and self-esteem.

We actively celebrate the diversity of our pupils, their families and the wider whole-school community. RSHE will always be taught in a non-judgemental, non-biased and fully inclusive manner through clear, impartial, scientific information as well as covering the law to ensure all pupils have equal access to our RSHE curriculum. We do not use RSHE as a means of promoting any form of sexual orientation over another.

Through consultation, continual assessment and regular reviews of the curriculum we ensure that we continually recognise and respect pupils' different abilities, levels of maturity, personal circumstances (including gender identity, faith or culture and that of their family, friends and the wider whole-school community) in accordance with the school's inclusion policy.

The curriculum is required to:

Promote the spiritual, cultural, mental and physical development of students at the school and society.

Prepare such students for the opportunities, responsibilities and experiences of adult life. Education Reform Act – 1988

Under the Academies Act 2010 all schools must provide a balanced and broadly-based curriculum which:

- promotes the spiritual, moral, cultural, mental and physical development of students at the school and of society, and - prepares students at the school for the opportunities, responsibilities and experiences of later life

All maintained secondary schools must provide relationship and sex education (including education about sexually transmitted disease such as HIV and AIDS and child protection issues such as Female Genital Mutilation (FGM) and child sexual exploitation) and must teach human growth and reproduction as set out in the national curriculum. This is a statutory requirement.

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary, in response to contextual safeguarding concerns.

We have developed the curriculum in consultation with parents, 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.



8. Delivery of RSHE

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

Some aspects are taught in science, and others are taught as part of personal, social, health and economic education (PSHE)

A comprehensive programme of RSHE provides accurate information about the body, reproduction, sex, and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.

Our PSHE journey for KS3, KS4 and KS5 include and cover;

Emotions- How to manage feelings

Social aspects- Positive and negative influences from friends

Healthy relationships- How to recognise healthy and unhealthy relationships

Within Science they will also cover;

Physical development- how our reproductive systems work

RSHE will be approached through evidence-based, best practice principles to ensure the highest impact on improving pupil health, wellbeing, safeguarding and lifelong outcomes. The following principles are based on research evidence, supported by a wide range of leading organisations including, The PSHE Association, CEOP, NSPCC, Barnardo's, The Children's Society and education unions. They are also supported by a number of MPs and Lords.

RSHE resources are chosen and checked for:

- Being inclusive – acknowledging the full spectrum of diversity in society
- Positive, healthy and unbiased messages

We aim to always deliver content sensitively and inclusively, with respect to the backgrounds and beliefs of students and parents while always with the aim of providing students with the knowledge they need of the law and the legal implications of their actions. In an objective and balanced manner, the delivery of RSHE will enable all of our students' to comprehend the range of social attitudes and behaviour in modern Britain. This will empower them to consider their own attitudes and actions and make informed, reasoned and responsible decisions while they are at school, at home and in adult life.

RSHE will be accessible for all students. High quality teaching is differentiated and personalised. We are aware that some students are more vulnerable to exploitation, bullying and other issues and it can be a priority for some students, for example due to the nature of their Special Educational Needs and Disabilities or Social Emotional and Mental Health needs. For some students, there may be a need to tailor content and teaching to meet specific needs.

Delivery of any RSHE content will only be covered with their class teacher in a in person lesson. We will not set RSHE content work for cover teachers, Bromcom work or online Teams lessons. For these lessons we will build upon citizenship and mindfulness activities.

It is inappropriate for staff to give students personal advice on matters such as contraception or answer questions about something they feel insufficiently knowledgeable or confident. Where appropriate, staff should signpost students to advice and support from external agencies or specialist individuals. This may include the provision of health advice and support, and emergency contraception through the school nursing service.

RSHE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families



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- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

Language

Students will be taught the anatomical terms for body parts. Slang or everyday terms used in certain social circles will be discussed; this will surround discussion about what is and isn't acceptable language to use. We will consider how pupils who are new to English will be supported in accessing and understanding the language used in RSHE lessons.

Respectful Language

The use of respectful language which challenges sexism, homophobia and other forms of prejudice will be established in RSHE but will have benefits for the whole school community, both in and out of lessons. The casual use of homophobic, biphobic and transphobic (HBT) language in school will be challenged and students will be made aware that using the word 'gay' to mean something is rubbish is wrong and will not be tolerated. As a result, students will hear references to 'gay,' 'straight' and different kinds of relationships as part of teaching and assemblies, for example when we talk about rights, respect or relationships.

Topic 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).

9. Roles and responsibilities

The Trustees

The Community and Ethos committee will approve the RSHE policy, and hold the Headteacher to account for its implementation.

The named Trustee for RSHE is Lauren Ash.

The Headteacher

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

Staff

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 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 Headteacher.

Students

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



Parents/Carers

At St Laurence we acknowledge the key role that parents/carers play in the development of their children's understanding about relationships. Parents are the first educators of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

Therefore, we ask that parents/carers will be:

- Encouraged to contribute to the development of RSHE of their child.
- Able to discuss any concerns with appropriate staff at St Laurence School.

10. Parents' right to withdraw

Parents 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 school will arrange this.

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

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

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

There is no right to withdraw a child from relationships education in primary or secondary schools.

11. Training

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

The Head of PSHE may also invite visitors from outside the school, such as school nuRSHEs or sexual health professionals, to provide support and training to staff teaching RSHE.

12. Monitoring arrangements

The delivery of RSHE is monitored and evaluated by the Head of PSHE to ensure impact and to ensure that it is delivered in ways that are accessible to all students, including those with SEND.

Monitoring takes place through a variety of methods, including learning walks, department meetings, work sampling, drop-ins and check-ins, scrutiny of lesson plans, and student feedback and student voice. The views of the students and teachers who deliver the programme, will be used to make changes and improvements to the programme on an ongoing basis.

PSHE staff also receive the same teaching and learning monitoring and support as other subjects.

This policy will be reviewed on an annual basis. At every review, the policy will be approved by the Community and Ethos committee and the Headteacher.



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Appendix 1

The curriculum for PSHE may be adapted over the year, due to National and local data. Topics highlighted in red are topics that are specific to Sex Education.

Year group: 7	1	2	3	4	5	6	7	8
Term 1	Welcome to PSHE- Who am I task	Transition to secondary school-circle time	Friendships	Impact Task lesson-Wanted for a friend	Socialising online	Healthy friendships and hurtful behaviours	Understanding each other-Neurodiversity	
Term 2	Emotions	Growth Mindset and resilience activities	Developing Reflection- what it is and how can we reflect to help us	Student reflective speech-Impact Task	Student Reflective speech-Impact Task	Christmas Mindfulness	Developing ideas-creativity-Christmas	
Term 3	Circle Time	Bullying-How it affects young people	Bullying-Wonder film	Bullying-Wonder film	Wonder film and Impact Task on bullying	Mental Health-Happiness		
Term 4	Families	County Lines	Careers-career pilot	Online Safety-social media-harmful viewing	First Aid	Community behaviours		
Term 5	Relationships	Consent (circle time for the definition of consent)	FGM	Puberty	Puberty			
Term 6	Careers	Careers	Role of the police	Protecting ourSELVES and others	Monarchy	If I were Prime Minister-Impact task	Reflection of the year	



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Year group: 8	1	2	3	4	5	6	7	8
Term 1	PSHE intro lesson= Circle time- how to be happy	Personal qualities and strengths- resilience	Listening/understanding And communication	Friendship - behaviours and being a positive bystander	How does conflict arise in friendships	Money	Money	
Term 2	Knife crime- Billys wish	Gangs- How they start	Gangs- Risks and consequences	Gangs- Getting out	Gangs- grooming and exploitation	Drugs- What are the laws about involvement and supply	Safety- Road/rail	
Term 3	Drugs- Alcohol	Drugs- Cannabis	Careers- Your beliefs and motivations	Careers- Types of jobs and stereotypes	Career pilot and LMI	Body Image, online comparisons		
Term 4	Relationships- Healthy- what does this look like?	Marriage parenting	Stereotypes and the media- nspcc	Circle time- Negative behaviours in relationships- Abuse	Sexism- Lets talk about it	Sexual harassment- NSPCC talk relationships		
Term 5	Consent- NSPCC	Circulating images- NSPCC	Online relationships- NSPCC	Online safety- Harmful viewing	Online safety information data- generated and shared			



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Term 6	Political systems- Parties	Voting and elections	Where does the Governments money come from?	Nature of rules and laws- creating laws	Mental Health	First Aid- Primary survey and recovery position	First Aid- Asthma and choking	
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Year group: 9	1	2	3	4	5	6	7	8
Term 1	PSHE- Getting to know your Learning group	Mental Health- Personal strengths	Mental Health- common types, signs and descriptions	Vaping- BBC documentary	Drugs- Different types of illegal drugs.	Drugs- Laws on the drugs- Impact Task	Rail safety	
Term 2	Knife Crime	Preventing involvement in serious and organised crime	Gangs- Alfies story	Gangs- Alfies story	Exploitation - CEOP	Child sexual exploitation- different perspectives	Gang member or girlfriend?	
Term 3	Careers-	Careers- career pilot	Careers	Careers	Money	Money		
Term 4	Online safety presentation	Online safety presentation	I like you better on social media	Social media- Ollies story	Sexual content online- CEOP	Sextortion		
Term 5	Revision techniques	Equality- Your rights	Principles of a healthy relationship	What is love?	Consent- Avoiding assumptions			



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Term 6	Revision session-Independent work	Revision session-Independent work	Consent-freedom and capacity to consent	Contraception- variety of barrier	Contraception- condom	Communication and conflict	Discussion of the year-signposting and support services	
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Year group: 10	1	2	3	4	5	6	7	8
Term 1	Transition to KS4	Positive self talk	Money-Budget game	Money	Careers-personal branding	Careers-The world of work	Careers-Finding a placement	
Term 2	Mental Health-Diaries of a broken mind	Mental Health-Diaries of a broken mind	Mental Health	Hate Crime-Murdered for being different	Hate Crime-Murdered for being different	Stalking	Stalking	
Term 3	County lines-Saving the kids	County lines film-Complete worksheet	County lines film-Complete worksheet	County lines	Sextortion	Exploitation- Hidden truth		
Term 4	Pregnancy and reproductive health	Consent= The role of intimacy	Consent-pressure and coercion	The impact of pornography	Pornography	Behaviours - ok or not?		
Term 5	Abuse-Domestic abuse- it's criminal	Year 10 Exams	Year 10 Exams	Abuse- Abused by my girlfriend	Abuse- Abused by my girlfriend			



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Term 6	WEX prep- Give out booklet- Info given by LWD	WEX week-	WEX review- Info given by LWD	Violence, conviction and communication	Prevention - violence and the law	Money- Fraud	Money	
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Year group: 11	1	2	3	4	5	6	7	8
Term 1	Help seeking and emotional literacy	Personal strengths	Stress management	Careers- Content given from LWD	Careers- Content given from LWD	Careers- Content given from LWD	Careers- Content given from LWD	
Term 2	Cancer- information on examinations	Independent revision	Independent revision	Sexual Harassment	The Bar- Complete worksheet	The Bar- Complete worksheet	Is that appropriate?	
Term 3	Kayleigh's love story	Start with young people and coercive control, then move onto Is this coercive control?	Is this coercive control?	Rights, trust and values in relationships- NSPCC	Sexual violence and exploitation in gangs	Rape Culture		
Term 4	Sextortion	The blame game	Murdered by my boyfriend- Complete worksheet	Murdered by my boyfriend- Complete worksheet	Knife Crime	First Aid- Bleeding Knife crime		
Term 5	Drugs- Spice, Cannabis, Narcotics	Drugs- being safe and the dangers of prescribed drugs	STI's	Extremism and radicalisation	Revision			



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Term 6								
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