

Lift Schools policies

Relationships, Sex and Health Education Policy (RSHE) (Secondary)

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1. Our commitment

We are committed to providing all of our Students with the confidence and ability to embrace the challenges of creating a happy and successful adult life, by equipping them with the knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. We will do this by:

- Ensuring that high quality, evidence-based and age-appropriate teaching of these subjects effectively helps prepare Students for the opportunities, responsibilities and experiences of adult life.
- Ensuring that the teaching of these subjects also promotes the spiritual, moral, social, cultural, mental and physical development of our Students, at school and in society.
- Ensuring that RSHE education is accessible for all Students including those with special educational needs and disabilities. We refer to the guidance for the preparation for adulthood outcomes, as set out in the SEND code of practice, when preparing these subjects for those with SEND.

2. Our Relationships, Health & Sex Education leaders

Our school RSHE lead will liaise with the school support services team (shown above) to receive updates and training on RSHE.

Our Head of Safeguarding and Designated Safeguarding Lead for the Trust is Jill Fuller.

Our National Education Director of Schools is Phil Humphreys.

3. Legislation and statutory guidance

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships and Sex Education compulsory for all Students receiving secondary education up to age 16.

This policy has been drawn up to comply with statutory and legislative requirements and guidance that covers this aspect of Students' learning including:

- Statutory guidance from the Department for Education issued under Sections 34 and 35 of the Children and Social Work Act 2017.
- The Children Act 1989 (and 2004 amendment), as amended by the Children and Social Work Act 2017.
- Keeping Children Safe in Education 2024
- The Equality Act 2010, particularly the Public sector equality duty (PSED) (s.149 of the Equality Act) and the Special educational needs and disability (SEND) code of practice: HM Government 2014.

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- The Data Protection Act 2018 and General Data Information Protection Regulations.

This policy also complies with our funding agreement and Articles of Association.

4. Definitions

Relationship and Sex Education (RSHE) for Students means:

- That we build upon the foundations of relationship education from primary school and give our Students the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships.
- That we enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage, civil partnership or other type of committed partnership and relationship.
- That we provide information on contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure).
- That we focus on teaching Students what is acceptable and unacceptable behaviour in relationships. This will help Students understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.
- That by the end of secondary phase education our Students have a secure understanding of:
 - Families and Respectful relationships including friendships;
 - Online and media: Staying safe. Please also refer to our Child Protection and Safeguarding policies.
 - Intimate and sexual relationships including sexual health.

RSE is about the emotional, social and cultural development of Students, 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.

Please see appendix 1 below for the full details of this programme of study.

The aim of our RSHE programme is to specifically support Students in:

- Understanding human sexuality and to respect themselves and others. It does not encourage early sexual experience or experimentation.
- Developing safe, fulfilling and healthy sexual relationships at the appropriate time.
- Developing safe, appropriate and positive relationships in all aspects of their lives, demonstrating respect for others through their speech and actions.
- Developing their resilience and nurturing their positive values through planned opportunities for social interaction within the community.

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- Feeling that the content is relevant to them and is clear, sensitive and respectful, and recognises that they may be coming to terms with their own sexual orientation or identity.
- Becoming well informed about the range of aspects of the law which relate to sex including: the age of consent, what consent is and is not, the definitions of rape, sexual assault and harassment, and choices permitted by the law around pregnancy.
- Building awareness of grooming, sexual exploitation and domestic abuse, including coercive and controlling behaviour.
- Through the RSHE curriculum we ensure in an age appropriate way, Students are aware that peer on peer abuse, including inappropriate sexual behaviours will not be tolerated. See section 8 of our Child Protection and Safeguarding policy
- Understanding the physical and emotional damage caused by female genital mutilation (FGM) and the context of the law surrounding this and other forms of 'honour based violence'.
- Understanding the rules and principles of staying safe online and having a strong understanding of how data is generated, collected, used and shared online. See section 8 of our Child Protection and Safeguarding policy.
- Developing their knowledge of physical health and mental wellbeing to give them the information that they need to make good decisions about their own health and wellbeing.

We deliver the national curriculum for science. At Key Stage 3 and 4 this includes teaching about reproduction in humans, for example the structure and function of the male and female reproductive systems, menstrual cycles, gametes, fertilisation, gestation, birth and HIV/AIDS.

There is no right for parents to withdraw children from the national curriculum for science.

Our curriculum for teaching science can be viewed online on our website.

The RSHE curriculum

Our intention is to ensure that all Students can access RSHE and to achieve the goals for the end of the secondary phase as outlined in Appendix 1.

Our implementation of this curriculum enables all Students to receive this learning in the most appropriate way that enables teachers to accurately assess Students' progress towards the end of phase goals.

The impact of this curriculum is evident within Students' attitudes, positive behaviour and increased confidence in managing relationships with others. Our RSHE curriculum overview can be viewed online.

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We will ensure that our parents and carers are fully informed about the Relationships and Sex education curriculum through updates on our website. We will review and evaluate the effectiveness of this curriculum once per year.

Delivery of the RSHE curriculum:

Our RSHE delivery is enhanced by visits from external organisations and guest speakers where appropriate.

We will also provide opportunities for parents and carers to attend information events.

In teaching sex education, we provide a non-judgemental, factual approach within a safe environment that allows scope for young people to ask questions in confidence. Our teachers are trained to use distancing techniques, to set ground rules and anonymous question boxes to help manage sensitive discussion and receive responses to these questions.

It is important that responses are given that satisfy Students' curiosity in order to prevent Students seeking that information online, through a potentially harmful source that may contain inappropriate content, and encourage contact and conduct that is unsafe.

Our Child Protection and Safeguarding policy, including online safety reflects and applies to all aspects of RSHE delivery.

Delivery of the physical health and mental wellbeing curriculum

We teach Students about physical health and mental wellbeing to give them the information that they need to make good decisions about their own health and wellbeing. See Appendix 2

This enables them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources.

We ensure that Students understand that good physical health contributes to good mental wellbeing, and vice versa.

We promote Students' self-control and ability to self-regulate, and strategies for doing so. This will enable them to become confident in their ability to achieve well and be resilient when faced with a challenge

We pursue an integrated, whole-school approach to the teaching and promotion of health and wellbeing in order to achieve a potential positive impact on behaviour and attainment.

Within our teaching, we aim to reduce stigma attached to health issues, in particular those to do with mental wellbeing. To do so we promote an atmosphere that encourages openness.

5. Equality Statement

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We are committed to anti-discriminatory practice as outlined within the provisions of the Equality Act 2010.

We ensure that there is no discrimination towards Students because of their (or that of their parents) age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership or sexual orientation (protected characteristics).

In planning for delivery of Relationship and Sex education, we make appropriate adjustments to alleviate disadvantage and adhere to the SEND Code of Practice.

We are also aware that some of our Students are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Therefore, Relationships education is especially important for those Students, for example those with Social, Emotional and Mental Health needs or learning disabilities This is reflected within our planning for this subject.

6. Roles and responsibilities

Relationship and Sex Education leader in our school

Our RSHE leader has the responsibility for collaborating with parents and external agencies on planning the curriculum for RSHE. In collaboration with the school principal and other senior staff, the RSHE lead has responsibility for:

- Implementing, monitoring and evaluating the impact and appropriateness of the RSHE curriculum, reviewing provision as appropriate.
- Providing or sourcing appropriate training for colleagues as appropriate.
- Encouraging teachers to explore how new pedagogies and technology can be fully utilised to support the subjects.
- Ensuring that teaching is delivered in ways that are accessible to all Students with SEND.
- Ensuring that clear information is provided for parents on the subject content and the right to request that their child is withdrawn;

Our principal

Our principal is responsible for the ensuring the effective implementation of the Relationship and Sex Education policy:

The DSL will provide guidance and support as appropriate.

Working with parents/carers/ and the wider community:

We recognise that the role of parents in the development of their children's understanding about relationships is vital and that they have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

We provide parents/carers every opportunity to understand the purpose and content of RSHE through the content on our website, news bulletins and parents' events.

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We welcome any questions about the school's approach to RSHE from parents/ carers to help increase confidence in the curriculum.

We will also provide opportunities, where helpful, for parents to come into school to informally discuss what their children will be taught, address any concerns and help support parents in managing conversations with their children on these issues.

7. The school Council

Our school council will, in addition to collaboration in the activities of section 6 above, provide another forum in which the views of the school community on the RHSE curriculum and delivery can be articulated.

8. Working with external organisations or visitors

Where we use an external organisation or visitor to deliver sessions: the aim will be to supplement learning provided by the teacher, not to replace it:

- We will follow our usual process for safeguarding checks.
- We will ensure that the proposed teaching fits in with our planned programme and published policy and will enhance the teaching of that topic.
- We will discuss how the visitor will deliver their sessions and ensure that the content is age-appropriate and accessible for the Students.
- It is a requirement that visitors share their materials in advance so that these can be checked for suitability as well as ensuring that provision is adequately differentiated to meet the full range of Students' needs (e.g. special educational needs).
- We will agree in advance, how confidentiality will work in any lesson and that the visitor understands how safeguarding reports should be dealt with in line with school policy. Please refer to our 'Allegations of Abuse made against teachers and non-teaching staff' Policy.
- Any information provided for visitors is in line with the Data Protection Act 2018 and GDPR regulations as set out in Working Together to Safeguard Children 2024.

9. Review process

This policy will be reviewed annually by the Head of Safeguarding. At every review, it will be approved by the Board of Trustees and the Leadership Team.

10. Links with other policies

This policy also links to other policies and procedures. These include:

- Child Protection and Safeguarding
- Anti-bullying
- Behaviour

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- Staff code of conduct
- Safer recruitment
- Allegations of Abuse made against teachers and non-teaching staff

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Appendix 1: Schools should continue to develop knowledge on topics specified for primary as required and in addition, cover the following content by the end of secondary:

Families	Students should know: • 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 and civil partnerships are, including their legal status e.g. that marriage and civil partnerships carry 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 the raising of children. • how to: determine whether peers, adults or sources of information are trustworthy, judge when a family, friend, intimate or other relationships 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	Students should know: • the characteristics of positive and healthy friendships (both on and offline) including: trust, respect, kindness, generosity, honesty, 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 tolerance and respect to others and others' beliefs, including people in positions of authority. • 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.

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	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.
Online and media	Students should know: - their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply online and offline. - 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 often 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	Students should know: - 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 (on and offline).
Intimate and sexual relationships, including sexual health	Students should know: - 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.

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	• the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause. • that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressuring 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
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Appendix 2: Physical health and mental wellbeing:

It is important that the starting point for health and wellbeing education should be a focus on enabling Students to make well-informed, positive choices for themselves.

In secondary school, teaching should build on primary content and should introduce new content to older Students at appropriate points.

This should enable Students to understand how their bodies are changing, how they are feeling and why, to further develop the language that they use to talk about their bodies, health and emotions and to understand why terms associated with mental and physical health difficulties should not be used pejoratively.

This knowledge should enable Students to understand where normal variations in emotions and physical complaints end and health and wellbeing issues begin.

Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary:

Mental wellbeing	Students should know: • how to talk about their emotions accurately and sensitively, using appropriate vocabulary • that happiness is linked to being connected to others how to recognise the early signs of mental wellbeing concerns • common types of mental ill health (e.g. anxiety and depression) • how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health • the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness
Internet safety and harms	Students should know: • the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online • how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours

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Physical health and fitness	Students should know: - the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress - the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health - about the science relating to blood, organ and stem cell donation
Healthy eating	Students should know: how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer
Drugs, alcohol and tobacco	Students should know: - the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions - the law relating to the supply and possession of illegal substances - the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood - the physical and psychological consequences of addiction, including alcohol dependency - awareness of the dangers of drugs which are prescribed but still present serious health risks - the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so
Health and prevention	Students should know: - about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics - about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist (late secondary) the benefits of regular self-examination and screening - the facts and science relating to immunisation and vaccination - the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn
Basic first aid	Students should know:

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	• basic treatment for common injuries • life-saving skills, including how to administer CPR • the purpose of defibrillators and when one might be needed
Changing adolescent body	Students should know: • key facts about puberty, the changing adolescent body and menstrual wellbeing • the main changes which take place in males and females, and the implications for emotional and physical health • Eating disorders and extreme weight loss are a specialised area and schools should use qualified support or advice as needed. Schools may consider accessing support from the NHS or local specialist services who may be able to provide advice and CPD for teachers. • Cardiopulmonary Resuscitation is usually best taught after 12 years old.

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Appendix 3: Linked advice and guidance

Guidance and Legislation

- Keeping children safe in education 2024 (statutory guidance for schools and colleges)
- Relationship Education, Relationships and Sex Education and Health Education (statutory guidance for schools)
- Promoting children and young people's emotional health and wellbeing (advice for schools)
- Teaching about relationships sex and health (guidance for schools)
- UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people Victims and alleged perpetrator(s)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools)
- Working Together to Safeguard Children 2023 (updated 2024) (statutory guidance for schools and colleges)
- Exclusions from maintained schools, schools and PRUs (statutory guidance for schools)
- Behaviour and Discipline in Schools (advice for schools)
- Equality Act 2010 and Public Sector Equality Duty (advice for schools)

Relationships, Sex and Health Education

- Safeguarding: NSPCC PANTS rule
- Public Health England website - resources covering relationships and bullying, alcohol, smoking, stress, body image, with videos made by young people and resources tested with teachers