



HEANOR GATE
SPENCER ACADEMY

Relationship, Sex & Health Education Policy

2026-27

1. Introduction

Heanor Gate Spencer Academy is an 11-18 years, mixed comprehensive school situated on Kirkley Drive in Heanor, Derbyshire. Many of the pupils come from backgrounds of social and economic disadvantage. The curriculum of the school has been created in response to the needs of the pupils who attend, including those with Special Educational Needs and Disabilities (SEND).

2. Aims

Relationship and sex education (RSE) at Heanor Gate Spencer Academy will ensure that young people are healthy, happy and safe. It will also equip them with skills and knowledge that they will need to make safe choices within the wider community, whether immediately or in the future. We aim to give students the information and tools they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships.

The RSE curriculum will enable students to know what a healthy relationship looks like, including tools and confidence to resist peer pressure and the management of unhealthy situations, to understand what makes a good friend, constitutes a successful marriage, and how to have respect (for ourselves and others). The curriculum will teach; what is acceptable and unacceptable behaviour in relationships and the effects that good relationships have on their mental wellbeing, identification of when relationships are not right and understand how such situations can be managed.

RSE is also about the physical, emotional, social, moral and legal dimensions of human sexuality as well as factual teaching about sex, sexuality and sexual health. RSE is not just about having knowledge, but also the skills and confidence to make the right decisions.

This policy will provide clear progression from what is taught in primary schools in Relationship education (Appendix 1). We will build on this foundation and as the pupils grow and develop, pupils will learn about intimate relationships.

At Heanor Gate Spencer Academy, we believe it is important to address relationships and sex education at both key stage 3 and 4 as they are considered to be a vulnerable age group. This is supported by studies carried out by the World Health Organization into violence towards children (in different types of relationships) and consent [1]

In addition, the school believes that RSE should:

- Be an integral part of the lifelong learning process
- Be an entitlement for all young people
- Encourage every pupil to contribute to make our community and aims to support each individual as they grow and learn
- Encourage pupils 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
- Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment
- Recognise that parents are the key people in teaching their children about sex, relationships and growing up
- 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

[1] <https://www.who.int/news-room/fact-sheets/detail/violence-against-children>

3. Subject content and delivery

The school acknowledges that age-appropriate teaching of RSE can prepare students for opportunities, experiences and the responsibilities of adulthood. It can also be beneficial in promoting the spiritual, moral, social, cultural, mental and physical development of pupils both at school and in wider society.

RSE will be set in the context of a wider whole-school approach to supporting pupils to be safe, happy, healthy and prepared for life beyond school, for example in Science and ICT lessons. The curriculum on relationships and sex will complement and be supported by, the Trust and Academies wider policies on Equality and Diversity, safeguarding, SEND provision, Personal, Social, Health and Economic (PSHE) and Drug Education. This is to ensure that the curriculum is accessible to all students and links to the influence that RSE can have on PSHE and wider society.

Any RSE lesson may include questions, topics or issues that some students will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When students ask questions, we aim to answer them honestly and factually without personal opinion which is included within the ground rules established at the start of the sessions. 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.

The curriculum has been planned and designed using a variety of different sources, such as the Department for Education: Relationships Education, Relationships and Sex Education (RSE) and Health education[1] (appendix 2), PSHE Association: Programme of study for PSHE Education[2] and numerous charity organisations such as SV2[3] and Brook[4]. This is to ensure that information taught to students is up to date, age-appropriate and factual.

[1] [Relationships Education, Relationships and Sex Education and Health Education guidance](#)

[2] [Programme of Study for PSHE education \(KS1-5\)](#)

[3] <https://www.sv2.org.uk/>

[4] <https://www.brook.org.uk/>

By the end of each year, we aim to cover the following

Year 7
1. Families - types, trust in relationships and dealing with worries 2. Respectful relationships - changes in friendships and support, stereotypes, bullying and identity rights 3. Online and media - help available when using the internet, age restrictions, data and access to trustworthy information 4. Being safe - grooming, what this is and its impact on health 5. Intimate and sexual relationships - reproduction and laws around sex, contraception laws and pregnancy choices
Year 8
1. Families - commitment, marriage and changing family types 2. Respectful relationships - healthy relationships, LGBT 3. Online and media - indecent image laws and radicalisation 4. Being safe - laws around sex and consent, sexual exploitation, female genital mutilation (FGM) and gang impact 5. Intimate and sexual relationships - healthy sexual relationships, contraception types and STI's
Year 9
1. Families - parenting, teen parenthood, unsafe relationships 2. Respectful relationships - sexual harassment, hate crimes, domestic violence 3. Online and media - pornography laws, impact of viewing harmful material on health and mental health 4. Being safe - honour based violence, how to give and recognise consent 5. Intimate and sexual relationships - alcohol and the impact on sex, STI's and contraception
Year 10
1. Families - forced marriage 2. Respectful relationships - domestic violence and impact, sexual exploitation and grooming 3. Online and media - law and indecent images, radicalisation 4. Being safe - harassment 5. Intimate and sexual relationships - pregnancy choices, HIV, peer pressure and sex
Year 11
1. Families - relationship difficulties and support, budgeting for families 2. Respectful relationships - Laws and support for sexual violence, gangs 3. Online and media - pornography and unrealistic representation of sex, apps for revision 4. Being safe - consent in a range of situations 5. Intimate and sexual relationships - fertility, substance misuse and sex

The content within years 7, 8, and 9 will be delivered by citizenship - personal development teaching staff, who will receive up-to-date training to ensure they have up-to-date and accurate information and to ensure that staff are confident delivering the content. All material and resources will be created by the lead of RSHE, managed by two staff who hold DSL qualifications, and will be up to date and accurate to ensure all statutory content is delivered to pupils in an age-appropriate way.

The content within years 10 and 11 will be delivered by tutors who will receive up to date training to ensure they have up to date and accurate information and to ensure that staff are confident delivering the content. All material and resources will be created by the lead of RSHE and will be up to date and accurate to ensure all statutory content is delivered to pupils in an age-appropriate way. Specific strategies such as simplified language, visual aids, and one-on-one support from Learning Support Assistants will be employed to ensure full access to the curriculum for SEND students.

4. Evaluation and monitoring of content

The lead of RSHE will work closely with colleagues to ensure RSE is being taught in a safe and supportive manner, where the pupils are making healthy, happy and safe choices. As part of this process, pupils and AL's will be consulted throughout the year on the content being covered and whether they feel it is best suited to them.

As with all learning, the effectiveness of the curriculum will be monitored throughout and pupils' progress will be evident in their RSE student evaluation booklet (appendix 3). Students will be asked what they knew about the start of the topic and then asked to evaluate any further learning or knowledge at the end. This is then furthered by students being asked if they can transfer this knowledge into the context of daily life so that they are able to use the tools and knowledge to support them. Feedback from students, parents, staff, and external audits (like Ofsted inspections) will be incorporated into policy revisions. Along with this, staff will be asked to provide feedback at the end of each topic so that resources can be continually adapted to suit the needs of the students. The lead for PSHE will meet with the safeguarding lead in the school to ensure there are no additional areas which need to be covered. Whilst the content has been outlined in the above table, the content is subject to change due to the needs of the pupils and the local area.

The Governors within the academy have a responsibility for overseeing, reviewing and organising the revision of the Relationship and Sex Education Policy.

Ofsted is required to evaluate and report on the spiritual, moral, social and cultural development of students. This includes evaluating and commenting on the school's sex and relationship education policy, and on support and staff development, training and delivery.

5. Roles and responsibilities

The School Governors

- Ensure the RSE policy is fit for purpose and fulfils its legal obligation
- Ensure parents and carers have had a consultation period before the implementation of the policy

The Principal

- Monitor the implementation of the policy

- Ensure all staff are informed of the policy and the responsibilities they have
- Ensure staff have time to receive up to date training
- Work with parents and carers to keep them informed of the curriculum and ensure all information is clear, including to those who wish for their child to be withdrawn.

RSHE lead

- Monitor the implementation of the policy and delivery of content with the Principal
- Ensure Continued Professional Development (CPD) opportunities are provided for staff, specifically those who are delivering RSE.
- Monitor and evaluate the quality of the curriculum in place to all pupils
- Liaise with the Designated Safeguarding Leads (DSLs) to ensure the curriculum is most relevant to our pupils

Staff

- Ensure the classroom is a safe place with established ground rules prior to delivering the content
- Ensure they are aware of the up to date statutory requirements and policy
- Ensure resources are appropriate for those pupils they are teaching
- Emphasise the importance of RSE in relation to making informed choices
- Ensure all teaching is unbiased
- Where appropriate they direct pupils to seek advice from an appropriate agency or individual Parents and Carers

The school recognises the key role that parents and carers play in the development of their children's understanding about relationships. Parents are the first educators of their children as you have the most significant influence in enabling their child to grow and mature, forming healthy relationships.

6. Inclusion

Ethnic and Cultural Groups

We intend our policy to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught particular items in mixed groups. We will respond to parental requests and concerns and action where possible.

Pupils with Special Educational Needs and Disabilities (SEND)

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

As far as is appropriate, young people with SEND follow the same RSE programme as all other students. Careful consideration is given concerning the level of differentiation needed, and in some cases the content or delivery will be adapted. LPA's work with individual pupils where required, sometimes on a one to one basis.

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 sex and relationship education is relevant to them.

7. Right to be removed from sex education

Parents and carers have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE (they can not be withdrawn from relationship education or health education) (appendix 4). The school, before granting any such request, will require the Principal to discuss the request with the parents and carers. This is to ensure that parental wishes are understood and to clarify the nature and purpose of the RSE curriculum. Parents and carers are welcome to review any RSE resources the school uses. If you wish to withdraw your child from sex education then a letter or email must be sent to Mr Jones

Following the discussions, except in exceptional circumstances, the Trust will respect the parents' and carers' request to withdraw their child, up to and until three terms before the child turns 16. After that point, 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.

The Principal and RSHE lead will ensure that where a pupil is excused from sex education, the pupil will receive appropriate, purposeful education during the period of withdrawal.

8. Working with external agencies

Whenever possible it is hoped to involve visitors and other outside agencies to help and support RSE provision within the school. This can be as part of the planning process as well as with the delivery of RSE and on immersion days. When visitors are used this is to compliment the RSE programme, they will never be used to substitute or replace planned provision. When visitors and other outside agencies help and support in the delivery of RSE, there will always be a member of staff present during the lesson and the content will always be looked at prior to the session taking place to ensure appropriateness of resources.

The school will also ensure that the visitor is aware of aspects of confidentiality and understands how safeguarding reports should be dealt with in line with the Safeguarding Policy.

9. Safeguarding and confidentiality

Staff cannot offer unconditional confidentiality. Staff are not legally bound to inform parents and carers or Principal of any disclosure, however any necessary information will be passed to the schools designated safeguarding leads (DSL).

In any case where child protection procedures are followed, the member of staff will ensure that the young person understands that if confidentiality has to be broken, they will be informed first.

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

Through key members of staff (including the RSHE co-ordinator), pupils are signposted towards confidential sources of support for relationships and sexual health issues in their area. If a disclosure is made during an RSHE lesson, the staff member will follow the school's safeguarding procedures, ensuring that the student understands the next steps and feels supported throughout the process. The DSL will be informed immediately to provide further assistance.

10. Links with other policies

This policy should be read in conjunction with the following Trust/Academy policies:

- Safeguarding policy
- Equality and Diversity policy
- SEND policy
- Citizenship policy

Appendix 1

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf

[13/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf) (Page 20-24)

Appendix 2

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf

[13/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf) (Page 25-30)

