



Leigh Academy  
**MINSTER**

**Relationships and Sex Education (RSE) Policy  
(2025-26)**

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## **Our Vision Statement:**

We believe that every learner is entitled to a high quality, varied and personalised education; delivered through a broad and balanced curriculum that provides challenge, irrespective of need, starting point or background. Our commitment to maximising the potential of every child; teaching them the skills they need to be successful and nurturing a desire to be a lifelong learner, will prepare them for whichever career path they choose to follow. At Leigh Academy Minster we inspire our learners to be responsible for their own learning, to be independent and have ambitions to develop themselves and enhance their community.

Our Academy community works collaboratively to achieve success and develop its own unique character. Our belief in 'human scale' education, delivered through a small school college model, means every one of our students is known and valued. Strong pastoral care is at the heart of our academy and we place great importance on building strong partnerships with parents and carers.

Our inclusive community has ambition, drive and responsibility. We embrace a high challenge, high support culture and seek positive collaboration with others. At Leigh Academy Minster our community allows ambition to take flight.

## **Our Mission:**

['Leigh Academy Minster - Where ambition takes flight'](#)

## **Our Values:**

### [Ambition - Striving for Excellence](#)

We encourage individuals to set high aspirations, push boundaries, and pursue their goals with determination. Ambition fuels innovation and fosters a culture of excellence, empowering individuals to reach new heights and make meaningful contributions.

### [Character - Integrity and Authenticity](#)

Character is the foundation of our identity, built on the principles of integrity, honesty, and authenticity. We believe in the importance of maintaining strong moral and ethical values in all interactions. Our commitment to character ensures a culture of trust, respect, and transparency, fostering meaningful connections and genuine relationships within our community.

### [Achievement - Continuous Learning and Innovation](#)

We celebrate achievement as a result of continuous learning and innovation. We value the pursuit of knowledge and the willingness to adapt and evolve. Through a commitment to excellence, we recognise and reward accomplishments that contribute to personal and collective growth. Achievement is not just a destination but a journey of exploration, curiosity, and improvement.

### [Responsibility - Accountability and Guardianship](#)

Responsibility is at the core of our values, emphasising accountability and guardianship. We believe in taking ownership of our actions, decisions, and their consequences. As responsible members of our community, we

are committed to environmental and social stewardship, making choices that positively impact our surroundings and the well-being of others.

## **1. Policy Rationale and Ethos**

Leigh Academy Minster strives to support and prepare students for a successful life in the modern world. With the aim of empowering young people with the skills and factual information required to help them live happy and healthy lifestyles. This policy sets out our guidelines and approach to Sex and Relationships Education.

We define Relationships and Sex Education as imparting information to support understanding and welfare in building positive relationships and making appropriate and safe choices. Relationships and Sex Education is an important part of our work, aiming to empower young people growing up in an increasingly complex world, giving them the tools to live their lives seamlessly on and offline. Students should be able to develop an understanding of how to live a safe and healthy lifestyle, in addition to having successful personal, social and academic lives. We explore the risks and challenges in life around aspects of relationships and sex; in which we aim to foster resilience and character in overcoming and avoiding difficulties in these areas. The PSHE and RSE curriculum will also develop key personality traits, in line with key Leigh Academy Minster student attributes; such as integrity, kindness, honesty and generosity, as well as IB learner profiles such as being 'Principled' and 'Open-minded'.

Our intent is to facilitate student knowledge enabling them to make informed decisions when facing risks, challenges and complex texts. Through an evidenced based approach, we will establish safe learning environments to provide students with the opportunity to be equipped with factual information, knowing when and how to seek support in specific situations. Within both PSHE lesson time and through the Spiritual, Moral, Social and Cultural development form time programme, teaching will include well-chosen contexts for students to embed new knowledge so that it can be used confidently in real life situations.

## **2. Roles and responsibilities**

The RSE programme will be led by Calvin Rowe, Head of Learning For PSHE, who will be held to account and supported by both the Senior Leadership team and Governors. The curriculum leader has had extensive training from a range of providers and has used this training to develop a local strategy. Local context for all rationale is also supported through working collaboratively alongside the academy's Safeguarding Team to identify key areas of support required for our setting. The RSE curriculum will be taught by subject specialists within the department, or where this is not possible, those other members of staff will receive high quality training from the Head of Learning prior to delivery. At Leigh Academy Minster we also acknowledge the importance of Parents and Carers in supporting relationships and sex education. This includes the support and promotion of shared values, such as; equality, respect, courtesy and acceptance of others.

## **3. Legislation (statutory regulations and guidance)**

Revised Department for Education statutory guidance states that Relationships and Sex Education must be taught in all Secondary schools, whilst parents have a right to withdraw for some aspects which are not part of the Science curriculum. Documents that inform the school's RSE policy include:

- [Learning and Skills Act \(2000\)](#)
- [Education and Inspections Act \(2006\)](#)
- [Supplementary Guidance SRE for the 21st Century \(2014\)](#)

- [Education Act \(1996\)](#)
- [Sex and Relationship Guidance \(2000\)](#)
- [Sex and Relationships Education for the 21st Century](#)
- [Equality act \(2010\)](#)
- [Children and social work act \(2017\)](#)
- [Sexual Violence and Sexual Harassment between children in schools and colleges \(2018\)](#)
- [Keeping children safe in education- statutory safeguarding guidance \(2023\)](#)
- [Multi-agency Statutory Guidance on Female Genital Mutilation \(2020\)](#)
- [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education statutory Guidance \(2020\)](#)

## 4. Policy Development

Leigh Academy Minister's policy for RSE has been developed after a number of discussions with pupils, parents and staff. The consultation and policy development process included the following steps:

1. **Review** - The Lead for Personal Development collated all relevant information on national guidance.
2. **Staff Consultation** - School staff were given the opportunity to look at the policy and provide recommendations
3. **Parent/Stakeholder consultation** - Parents and other interested parties have been invited to submit comments regarding the policy
4. **Student Consultation** - Students have been consulted, to explore exactly what they want from their RSE curriculum
5. **Ratification** - Once amendments were made the policy was shared with the governors and ratified.

## 5. Curriculum Design

The RSE curriculum is taught through a combination of Enrichment lessons and during tutor time SMSC sessions. At key stage 3 (years 7,8 and 9) and key stage 4 (years 10 and 11), PSHE lessons are taught once per week. These one hour lessons are taught by subject specialists, or where this is not possible, relevant training has been provided to non-specialists. Year 12 and 13 lessons are delivered during allocated periods with their form tutor. All year groups also receive RSE through their form group tutor time.

We have adopted a spiralled approach to learning in the design of the RSE curriculum, and content is shaped in relation to guidance from the PSHE association. We meet the needs of our students by maintaining good relationships with the local authority (supported also by the PSHE association) to ensure that content is shaped for our local area. Students also have a say in the design of the curriculum and have regular opportunities to have their own voice in shaping it for our local context.

Through our spiralled approach, the RSE curriculum meets the personal development needs of students at age appropriate times in their lives. Aspects of both PSHE and SMSCD are embedded cross-curricula in a variety of other subjects within the school, notably in English, Humanities and Drama. The aim is to provide a safe and supportive learning environment where young people develop the confidence to ask questions, challenge information shared, express their own views and experiences, and put what they have learned into practice within their own lives. In doing so, students will keep both themselves and others safe, living happy fulfilling lives.

Study within the RSE curriculum will include:

- Develop awareness of resilience and how this impacts wellbeing and relationships
- Being able to challenge own negative thoughts regarding body image, negative comments or judgements
- Explain a range of coping strategies for difficult situations, including knowing where to get help or support
- Identify what makes positive and negative relationships
- Explain a range of different emotions and what may impact these
- Examine responsibilities for online and personal safety
- Examine the changes both emotionally and physically throughout puberty and ways to manage these
- Explore roles within relationships
- Acquire knowledge about safer sex and sexual health to ensure they are equipped to make informed healthy choices as they progress through adult life
- The dangers of substance abuse and the laws relating to illegal drugs
- Examine diversity in terms of sexual orientation and gender identification
- FGM and the risks this poses for young people
- Sexual exploitation; including the dangers of grooming, trafficking and coercion
- The dangers of pornography and laws related to this
- Consent and healthy sexual relationships
- The dangers of sexting and impacts of this legally, personally and emotionally
- Pregnancy, miscarriage, contraception methods
- Develop the IB learner profiles such as being principled, caring and open-minded

Lessons will be varied in approach and delivery, including a mixture of discussion based learning, video clips and written tasks. Scenario based learning features heavily too, allowing students to apply knowledge learnt to situations that could occur during their own lives.

## **6. Safe and Effective Practice**

The delivery of the RSE curriculum will be completed by subject specialists, and where this is not possible non-specialists will be exceptionally trained and supported by the department lead. Each lesson is created by the Head of Learning and/or other appropriately trained staff, and is aligned with in person opportunities where possible to support facilitator subject knowledge. No teachers will be forced to deliver content in an area they feel is inappropriate or uncomfortable doing so.

The safety of students will be paramount, and we will ensure that a safe learning environment is established with all classes. Where required, particularly through sensitive units, students will work with the class teacher to establish classroom rules to support a safe working environment where students feel comfortable to flourish. It will also be made clear to students that a level of anonymity should be used where possible, creating 'distancing' from individuals within the school or local setting. The approach of "In a school similar to ours" or "students of a similar age to yourselves" to support this nature. Students will have the opportunity to ask questions anonymously at various stages of their learning, supported in doing so through class "question" boxes, which will then be answered at appropriate times by the subject specialist. Whilst all teachers will be clear on establishing a safe learning environment, it will be made clear to students that information may be passed on to safeguarding colleagues in the event that it is required. Relationships and sex education is not a promotion of sexual activity.

## **7. Safeguarding**

Teachers who deliver RSE are fully aware and trained to know that topics involved could lead to various child protection and safeguarding disclosures. In the 'safe and effective practice' section, it is outlined how risk to students and staff within lessons is minimised. In the event that a disclosure or event occurs that requires the support of the safeguarding team this will be shared at the earliest opportunity via communication with the Academy's DSL. If this is an out of hours concern, staff should follow the schools guidance and use the support of local child services, which are outlined within the lanyard cards given to all staff. Any visitors coming to the Academy to support RSE learning will need to be DBS checked, and will always be supported by a member of staff when in contact with students. Information that is to be shared by external visitors will need to be shared with the Head of Learning prior to delivery.

## **8. Engaging Stakeholders**

The policy will remain available through the Academy website at all times, where they will also be able to access an overview of what is being taught at various learning points throughout the year, enabling parents to review resources and which topics are being taught. This information will also be shared within module 1 of each new academic year.

Governors have the opportunity to review this policy and raise questions in Academy Board meetings. As referred to earlier in the policy, students will also have a say in the design of the curriculum through student voice. This will enable teachers to identify where students feel there is a need for further support or adaptation to the structure of the curriculum and topics included.

## **9. The right to withdraw**

If a parent/carer wishes for their child to be removed from any aspect of sex education delivered within the RSE they should contact either the Head of Learning, Head of College or the Principal. Before granting such a request, there should be a discussion regarding the reasons for withdrawal to ensure that concerns are understood. The benefits of receiving such education will be expressed by the school and any detrimental effects this could have for the child. Once discussions have taken place, the school will respect the parents wishes up to and including three months prior to the child's 16th birthday. After this point, the child will determine whether they receive sex and relationships education. There is no right to withdraw from relationships or health education.

## **10. Monitoring, Reporting and Evaluation**

Teachers will critically reflect upon the delivery, content and curriculum design at regular intervals within the academic year. This will be influenced by student engagement and feedback, as well as that from observations by the senior leadership team. Teachers will be required to stay up to date with global developments and laws related to the content covered, and can do this through support and guidance from the PSHE association. All of such items will be discussed at frequent departmental meetings and joint planning sessions.

## **11 Teaching and Learning**

This policy will be reviewed each year by the Senior Leadership team. This will ensure that the guidance above is in line with Ofsted and PSHE associations most recent statutory guidance,