

Full name of policy:	<b>Relationships and Sex Education (RSE) Policy</b>		
Name and post of person responsible:	Sarah Lloyd		
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Comments:	This policy should be read in conjunction with: • Preparing students for life in modern Britain policy		
	<b>Name (role):</b>	<b>Signature:</b>	<b>Date:</b>
Written:	Jessica Amo (Assistant Head, Pastoral/Co-curricular)	J.Amo	21.08.20
Ratified:	Jan Balon Headteacher	J Balon	21.08/20
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## Aims

The aims of relationships and sex education (hereafter, RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- To prepare students for the opportunities, responsibilities and experiences of adult life so that they may make a positive contribution to society
- To give students an understanding of sexual development and the importance of health and hygiene
- To enable students to develop their self-knowledge, self-esteem, empathy and self-confidence around issues of sexuality and relationships.

The London Academy of Excellence Tottenham (hereafter, LAET) believes that high quality RSE is an important part of schooling which supports young people's development and prepares them for adult life so they can make wise and informed choices (Government Education White Paper, The Importance of Teaching, November 2010).

## Statutory requirements

London Academy of Excellence is committed to actively promoting equality of opportunity in everything that it does and to ensuring that differences between all of our learners and staff are valued and respected. This policy complies with the 2010 Equality Act.

Sexual Health and Relationships Education at LAET promotes fundamental British values as part of students' Spiritual Moral, Social and Cultural (SMSC) education, as detailed in the Department for Education's '[Promoting fundamental British values as part of SMSC in schools](#)' (November 2014).

This policy considers Sex and Relationship Education Guidance DfES 2000, the National Teenage Pregnancy Strategy, National Healthy Schools Programme and the current statutory provisions on sex education as contained in sections 403 and 405 of the Education Act 1996 as amended.

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.

At LAET we teach RSE as set out in this policy.

## Policy development

This policy has been developed in consultation with staff and governors. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group brought together all relevant information including relevant national and local guidance
2. Ratification – once amendments were made, the policy was shared with governors and ratified

## **Definition**

RSE at LAET provides information and guidance to students on issues of sex, sexuality and sexual health. RSE at LAET supports the spiritual, moral, social and cultural development of students. It is about understanding the importance of stable and loving relationships, respect, love and respect for individual autonomy. RSE at LAET is not about the promotion of sexual orientation or sexual activity.

LAET believes that high quality RSE is an important part of schooling which supports young people's development and prepares them for adult life so they can make wise and informed choices (Government Education White Paper, The Importance of Teaching, November 2010).

## **Curriculum**

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum considering 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

For more information about our curriculum, see our curriculum map in Appendix 1.

## **Delivery of RSE**

The RSE programme will be delivered as part of the PSHE programme.

All year 12 students will attend sessions on Healthy Relationships & Self-Esteem, Sexually Transmitted Infections and Contraception. In addition, talks from outside speakers will be held during a pastoral Drop Down Day (DDD).

The Personal Development lead, under the guidance of the Deputy Head (Pastoral), has responsibility for designing the content of RSE at LAET. The content of RSE at LAET will be monitored and reviewed by the Headteacher with the support of LAET teaching staff. The content of RSE will reflect LAET's aims stated above and will meet the needs of LAET students as judged by the Deputy Head (pastoral) in appropriate consultation with students, staff and outside agencies concerned with promoting sexual health.

These 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, LGBTQ+ 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).

The RSE programme at LAET is delivered through the wider PSHE/PD curriculum and is designed to ensure that all statutory requirements are met in a way that is relevant, inclusive, and engaging for students.

All students receive comprehensive RSE sessions designed to equip them with the knowledge and skills to build healthy, respectful relationships of all kinds. The curriculum covers topics such as healthy and positive relationships, self-esteem, consent, contraception, STIs, and how to resist pressure around sex. Students explore the impact of relationships on mental wellbeing, learn to recognise unhealthy

behaviours, and are guided on how to seek appropriate support. The programme also addresses online safety, sexual health, and the legal framework surrounding sex and relationships, while consistently promoting values such as respect, integrity, and empathy.

Students are taught to identify and respond to signs of grooming, exploitation, domestic abuse, coercive control, and other harmful behaviours. These topics are delivered clearly and sensitively, along with the law and how to access support. These sessions are supplemented by expert-led talks and workshops delivered during pastoral Drop Down Days (DDD).

The Personal Development (PD) Lead, under the strategic direction of the Deputy Head (Pastoral), is responsible for the design and implementation of the RSE curriculum. The PD Lead line-manages two Lead Tutors, who play a key role in ensuring high-quality delivery. They gather feedback, provide coaching to other tutors, and support delivery through regular learning walks and informal drop-ins. This quality assurance process is essential given the sensitive nature of RSE content.

The PD Lead and Lead Tutors undertake annual RSE training to ensure that delivery remains up-to-date and responsive to best practice. This continuous professional development enables them to effectively support staff, model excellent practice, and ensure the curriculum meets statutory requirements while being delivered in a meaningful and accessible way.

RSE at LAET is informed by student voice, staff feedback, and external agencies specialising in sexual health and relationships. The PD Lead and Deputy Headteacher (Pastoral) regularly review the programme, with input from the wider teaching team.

All content is delivered with sensitivity and care, recognising the diverse family and support structures that exist within our school community. This includes, but is not limited to, single-parent families, LGBTQ+ parents, families led by carers or extended family members, and those involving adoptive or foster care. Particular consideration is given to reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children or young carers).

## **Roles and responsibilities**

### **The governing board**

The governing board will approve the RSE policy and hold the headteacher to account for its implementation.

### **The headteacher**

The headteacher is responsible for ensuring that RSE is taught consistently across the school.

### **Staff**

Staff are responsible for:

- Delivering RSE in a sensitive, inclusive and non-judgmental way
- Modelling positive attitudes to RSE
- Monitoring student progress, including student engagement and appropriate conduct
- Responding to the needs of individual pupils
- Flagging any worrying comments or behaviour of students on MyConcern and alerting the Head of Year or DSL

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

### **Pupils**

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

### **Parents**

Working with parents and carers and the wider community

At LAET, we recognise that parents and carers play a vital role in the development of their children's understanding of relationships. As the first educators of their children, parents have a significant influence in helping them form healthy, respectful relationships. We are committed to working closely with parents and carers to ensure that the purpose, content, and importance of our Relationships and Sex Education (RSE) provision is clearly communicated and understood.

Parents and carers will be informed of the content and timing of RSE sessions in advance and are encouraged to engage with the school if they have any questions about the curriculum. Opportunities will be provided to support understanding and open dialogue, with the aim of building trust and shared responsibility for student wellbeing and safeguarding.

If a parent/carer wishes to withdraw their child, they are asked to meet with the Deputy Head (Pastoral) and/or the Personal Development Lead. During this discussion, we will explain the aims and importance of RSE at LAET and how it supports students' personal development, wellbeing, and ability to make informed choices.

It should be made clear, however, that LAET considers this aspect of the curriculum to be a mandatory and essential part of our students' education. Our starting position in these conversations is to encourage full participation and explain why attendance is expected. If a student is withdrawn, alternative, purposeful work will be provided, and staff will continue to respond to any questions raised by the student honestly and appropriately outside of RSE sessions.

Withdrawal requests will be respected up until three terms before the student turns 16, after which point the student has the right to opt into sex education themselves. In all cases, the school will document discussions and decisions around withdrawal in line with statutory guidance.

If a student feels unable to attend a specific RSE session, they must contact the Deputy Head (Pastoral) and/or the PD Lead well in advance of the session/s. In such cases, the student will be expected to meet with a member of the safeguarding team to discuss their concerns and will be provided with a supervised, alternative session covering the same content through independent work. This is not considered an opt-out, but a supportive adjustment for students who may find aspects of the content challenging to engage with in a group setting.

Parents/carers should be aware that during academic lessons, controversial issues may be discussed. As long as any discussion takes place within the context of an academic subject, it will not be deemed part of the RSE programme and therefore not subject to parental right of withdrawal. LAET staff will deal both sensitively and professionally with any issues which arise in the classroom. Issues which may be discussed in academic lessons include:

- Birth, contraception, child-rearing, abortion and technological developments which involve consideration of attitudes, beliefs, values and morality;
- The availability of statutory and voluntary organisations which offer support in human relationships, such as Relate, and advice around sexuality and sexual matters;
- The equality of heterosexual and non-heterosexual relationships;
- Partnerships, marriage and divorce and the impact of loss, separation and bereavement;
- Discussion of issues such as sexual harassment in terms of their effect on individuals.
- The impact of sexuality and sexual activity on relationships.

## **Training**

Staff receive training on delivering RSE through our CPD programme, scheduled in the lead-up to session delivery to ensure timely and relevant support. External experts, such as school nurses and sexual health professionals, provide specialist input and guidance to support staff with delivering sensitive content when necessary.

## **Confidentiality Policy (Safeguarding)**

Teachers must adhere to LAET's policy on confidentiality between themselves and students as described in the Safeguarding and Promoting the Welfare of Children. Students should be reassured that their best interests will be maintained. However, teachers cannot offer or guarantee absolute confidentiality. If confidentiality has to be broken, the student should be informed first and then supported, as appropriate. When discussing issues in the classroom, students' disclosures indicating the student is at risk (see below) must be reported by the teacher to the Designated Safeguarding Lead in charge of Child Protection, who will decide whether

parents/carers should be informed, and any other action taken. Class teachers will not directly inform parents/carers of disclosures.

Students are deemed to be 'at risk' if they are:

- Involved in situations where they can endanger themselves or others;
- involved in situations where they are being exploited or are exploiting others;
- victims of physical/sexual or emotional abuse.

LAET governors and the senior leadership team will support the staff member in exercising professional judgement about what is in the young person's best interest.

LAET will only be in the position of handling information without parental knowledge in the most exceptional circumstances. Students are encouraged and supported to talk to their parents/carers. If there is evidence of abuse, LAET's child protection procedures will be followed.

## **Monitoring arrangements**

The delivery of RSE is monitored by the pastoral team through:

Learning walks, student surveys and student council meetings.

Pupils' development in RSE is monitored by class teachers.

This policy will be reviewed by Elaine Brown (Deputy Headteacher, Pastoral) annually. At every review, the policy will be approved by the headteacher and the governing board.

## Appendix 1: LAET Personal Development Curriculum Programme:

This curriculum map attempts to rationalise our two-year personal development curriculum, create a clearer learning journey, and identify themes that crossover. At LAET, we are sensitive to the changing needs of our students and the world they live in; therefore, the syllabus is reviewed and potentially modified on a yearly basis. We also reserve the right to modify the programme at any time to address safeguarding or contextual issues that arise in our community that need to be addressed promptly.

Year 12					
Autumn 1 Transition & Relationships	Autumn 2 Living in the wider world Health & wellbeing	Spring 1 Health & wellbeing Living in the wider world	Spring 2 Living in the wider world	Summer 1 Relationships	Summer 2 Health & wellbeing
<p><b>Diversity and inclusion</b></p> <ul style="list-style-type: none"> <li>Living in a diverse society</li> <li>Challenging prejudice and discrimination</li> <li>British values</li> <li>Racial awareness training (Hemisphere)</li> </ul> <p><b>Transition &amp; Community</b></p> <ul style="list-style-type: none"> <li>Becoming an A-level student</li> <li>Developing an effective work ethic, productive study skills, and critical learner</li> </ul>	<p><b>Living in the wider world</b></p> <ul style="list-style-type: none"> <li>Interfaith</li> <li>Neurodiversity</li> <li>Zero tolerance to bullying</li> </ul> <p><b>Health &amp; wellbeing</b></p> <ul style="list-style-type: none"> <li>Mental health and emotional wellbeing</li> <li>Managing stress</li> <li>Work/life balance</li> <li>Healthy coping strategies</li> </ul>	<p><b>Living in the wider world</b></p> <ul style="list-style-type: none"> <li>Social awareness</li> <li>The importance of e-safety</li> <li>Respectful disagreement and building strong civil discourse skills</li> <li>Cyber crime</li> </ul> <p><b>Building and maintaining relationships</b></p> <ul style="list-style-type: none"> <li>Conflict resolution</li> </ul> <p><b>Planning for the future</b></p> <ul style="list-style-type: none"> <li>Unifrog launch</li> <li>Exploring future opportunities</li> <li>Post-18 options</li> </ul>	<p><b>Diversity and inclusion</b></p> <ul style="list-style-type: none"> <li>LGBT+</li> <li>Feminism</li> </ul> <p><b>Living in the wider world:</b></p> <ul style="list-style-type: none"> <li>Misogyny and Incel culture</li> <li>Honour-based violence</li> </ul>	<p><b>Respectful relationships</b></p> <ul style="list-style-type: none"> <li>Consent</li> <li>Assertive communication</li> <li>Positive and healthy relationships and recognising abuse</li> <li>Strategies for managing dangerous situations or relationships</li> </ul>	<p><b>Health choices and safety</b></p> <ul style="list-style-type: none"> <li>Independence and keeping safe</li> <li>Sexual health and pregnancy</li> <li>The impact of substance use</li> </ul> <p><b>Planning for the future</b></p> <ul style="list-style-type: none"> <li>UCAS</li> <li>Post-18 options</li> <li>Exploring future opportunities</li> </ul> <p><b>Readiness for work</b></p> <ul style="list-style-type: none"> <li>Career opportunities</li> </ul>
Year 13					
Autumn 1 Living in the wider world (L) Relationships	Autumn 2 Living in the wider world	Spring 1 Health & wellbeing Living in the wider	Spring 2 Living in the wider world	Summer 1 Living in the wider world	

Health & wellbeing	Health & wellbeing	world			
<p><b>Diversity and inclusion</b></p> <ul style="list-style-type: none"> <li>Racial awareness training (Hemisphere)</li> <li>Tolerance, free speech vs hate speech</li> <li>Cultural appreciation vs appropriation</li> </ul> <p><b>Health &amp; wellbeing</b></p> <ul style="list-style-type: none"> <li>Mental health and emotional wellbeing</li> </ul>	<p><b>Health &amp; wellbeing</b></p> <ul style="list-style-type: none"> <li>Managing stress</li> <li>Work/life balance</li> <li>Healthy coping strategies</li> </ul>	<p><b>Media literacy and digital resilience</b></p> <ul style="list-style-type: none"> <li>Online safety and social media's impact on the brain</li> <li>Managing change</li> </ul> <p><b>Living in the wider world</b></p> <ul style="list-style-type: none"> <li>Social awareness</li> <li>Engaging in civil discourse respectfully</li> <li>Critical thinking: controversial debate topics, news, and current affairs</li> </ul>	<p><b>Next steps</b></p> <ul style="list-style-type: none"> <li>Application processes</li> <li>Future opportunities and career development</li> <li>Maintaining a positive professional identity</li> </ul>	<p><b>Financial choices</b></p> <ul style="list-style-type: none"> <li>Understanding and managing salary deductions, including taxation, national insurance and pensions</li> <li>Credit cards</li> <li>Evaluate savings options</li> <li>Influences on financial choices</li> <li>Risk management</li> </ul>	
<p><b>Independence</b></p> <ul style="list-style-type: none"> <li>Responsible health choices</li> <li>Managing change</li> </ul>	<p><b>Living in the wider world</b></p> <ul style="list-style-type: none"> <li>Human Rights</li> <li>FGM</li> <li>Being safe online</li> <li>Zero tolerance to bullying</li> </ul> <p><b>Financial choices:</b></p> <ul style="list-style-type: none"> <li>Managing money</li> <li>Financial contracts</li> <li>Budgeting</li> <li>Saving</li> <li>Debt</li> </ul>	<p><b>Intimate relationships</b></p> <ul style="list-style-type: none"> <li>Personal values, including those related to contraception and sexual health</li> <li>Fertility</li> <li>Pregnancy</li> <li>Health and wellbeing, including sexual health, into adulthood</li> </ul>	<p><b>Respectful relationships</b></p> <ul style="list-style-type: none"> <li>Misogyny</li> <li>Assertive communication</li> <li>Positive relationships and recognising abuse</li> <li>Strategies for managing dangerous situations or relationships</li> </ul>	<p><b>Building and maintaining relationships</b></p> <ul style="list-style-type: none"> <li>New friendships and relationships, including in the workplace</li> <li>Personal safety</li> <li>Intimacy</li> <li>Relationship changes</li> </ul>	