



Relationships and Sex Education Policy

The Lodestar Academy

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This policy will be reviewed annually. The Academy reserves the right to amend this policy, following consultation, where appropriate.

Policy Owner:	Steven Hulme (Headteacher)
Queries to:	Bethany Woodward (Deputy Headteacher)
Date created:	September 2023
Date of last review:	September 2025
Date of next review:	September 2026

1. What is this policy about?

The academy believes that relationship and sex education makes an essential contribution to every student's health, wellbeing and preparation for adult life in society. It is an integral part of the PSHE/Citizenship programme.

The aims of relationships and sex education (RSE) at The Lodestar Academy are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for the opportunities, responsibilities and experiences of adult life
- Enable pupils to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy
- Support pupils to develop resilience and feelings of self-respect, confidence and empathy
- Provide support to pupils in accessing online materials safely and responsibly
- Create a positive culture around issues of sexuality and relationships

2. Who does this policy apply to?

This policy is for the AGB, trustees, commissioners, the local authority, the headteacher and the senior leadership team, teaching staff, parents, carers and pupils.

3. Definitions

Relationships and sex education (RSE) 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.

- From the Sex Education Forum

4. Policy Requirements

This policy adheres to the statutory guidance from the Department for Education (DfE) issued in September 2025 under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996.

Policy development

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

1. Review – SLT reviewed guidance and requirements to draft a policy that adheres to all statutory requirements and reflects curriculum intent and implementation.
2. Staff consultation – all staff were given the opportunity to look at the policy and make recommendations.
3. Parent/stakeholder consultation – parents, carers and any interested parties were given the opportunity to look at the policy, ask questions and offer comments and recommendations.
4. Student consultation – we investigated what pupils want from their RSE curriculum.
5. Ratification – once amendments were made, the policy was shared with the AGB for ratification.

Curriculum and Delivery

The RSE curriculum is set out in Appendix 1. The academy reserves the right to adapt this in response to pupil needs and future guidance.

The curriculum considers and reflects the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner, so pupils are fully informed and don't seek answers online from potentially untrustworthy sources.

RSE is taught within the Personal, Social, Health and Economic (PSHE) education curriculum. Biological elements of RSE are delivered within the science curriculum. Religious and cultural

views relating to RSE are covered within the religious studies and humanities curriculums. Elements relating to physical health and fitness are supported within the PE curriculum. Elements relating to online safety are embedded in all curriculum subjects and supported

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

- Families
- Respectful relationships, including friendships
- Online and media rights, responsibilities and risks
- Being safe
- Intimate and sexual relationships, including sexual health

The curriculum provides pupils with information needed to understand and support their physical health and mental wellbeing, enabling them to make well-informed, positive choices for themselves. This includes:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- The changing adolescent body

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, 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.

Delivery of curriculum content will be made accessible to all pupils, including those with SEND.

Details of the individual learning needs of every pupil are made clear to all teaching staff through use of Provision Map and are used to inform differentiated learning materials and personalised approaches within lessons.

For details of our RSE curriculum map, please see appendix 1.

Withdrawal

Parents have the right to request that their child be withdrawn from some or all of the sex education delivered as part of statutory RSE 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. There is no right to withdraw from relationships education or health education.

Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the headteacher. The headteacher will discuss the request with parents and take appropriate action. Except in exceptional circumstances, the academy will respect the parents' request to withdraw their child from sex education elements of RSE. A copy of withdrawal requests will be placed in the pupil's educational record. Alternative work will be given to pupils who are withdrawn from sex education.

Assessment

Pupils will be assessed using our usual internal assessment systems.

Implementing and Monitoring of RSE

The headteacher will manage parental requests for withdrawal and ensure that RSE is delivered effectively and sensitively.

Delivery staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress

- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the sex education elements of RSE

The staff who deliver RSE at this school are:

Georgia Breuilly

Vicky Blackmore

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.

Delivery will be monitored through planning audits, learning walks, lesson observations and work scrutiny. Staff responsible for monitoring of implementation are:

Bethany Woodward, Deputy Headteacher

Caroline Thompson, Curriculum Leader HALE

Jules Benney, Curriculum Leader STEM

The policy will be reviewed annually by Lodestar Academy SLT, headteachers and delivery staff then ratified by the AGB.

5. Related Policies

Safeguarding Policy

KCSIE

The Equality Act 2010 (Advice for Schools)

Equality and Diversity Policy

Curriculum Policy

PSHE Policy

6. Appendices

Appendix 1 – RSE Curriculum Map

Year Group	Term	Topic/Theme Content
KS3 Y1	1	Online Safeguarding digital skills
	3	Risk and Safety - Types of risk - Physical risks and safety measures - Risks in digital environments - Emotional risks and coping strategies - Social risks and peer pressure - Basic first aid - Critical think about risk - Risk and substances - Personal safety strategies
KS3 Y2	1	Online Safeguarding digital skills
	3	Physical Development and Relationships - Understanding physical development - Emotional changes and wellbeing - Healthy relationships - Consent and respect - Contraception - Online safety and relationships - Friendship dynamics - Sexuality and identity - Dealing with conflicts - Impact of media on relationships - Personal boundaries and safety - Making informed choices - Support systems
KS3 Y3	1	Online Safeguarding digital skills
	3	Physical and mental health - Healthy lifestyles - Balanced meals - Exercise - The importance of routines Substances and their impact - Categories of drugs - Drug use and risks - Effects and risks of alcohol - Social implications of drug use - Legal consequences of drug use - Strategies for resisting peer pressure

		- Support systems and getting help
Year 10	1	Online Safeguarding digital skills
	3	Healthy Relationships - Consent - Contraception - Online safety including dangers of pornography - STIs - Body image - Domestic conflict and resolution
Year 11	1	Online Safeguarding digital skills
	3	Healthy Relationships - Consent - Contraception - Fertility and reproductive health - Mental wellbeing strategies and support - Abusive relationships and support systems

Appendix 2 – Parent form: withdraw request from sex education in RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	Notes from discussions with parents and agreed actions moving forward regarding arrangements for withdrawal during the sex ed lessons

Annex 1: Equality Impact Assessment

1. Summary

This EIA is for:	Relationships and sex education Policy
EIA completed by:	Head of quality of education
Date of assessment:	28 July 2020
Assessment approved by:	Education SLT

The academy is committed to always: avoiding the potential for unlawful discrimination, harassment and victimisation; advancing equality of opportunity between people who share a protected characteristic and those who do not; and, foster good relations between people who share a protected characteristic and those who do not.

An Equality Impact Assessment (EIA) is a tool for identifying whether or not strategies, projects, services, guidance, practices or policies have an adverse or positive impact on a particular group of people or equality group. Whilst currently only public bodies are legally required to complete EIA's under the Equality Act 2010, The Academy has adopted the process in line with its commitment to continually improve our equality performance.

Policy owners are required to complete or review the assessment indicating whether the policy has a positive, neutral or negative impact for people who it applies to and who share one or more of the 9 protected characteristics under the Equality Act 2010.

Definitions are based on the Equality & Human Rights (EHRC) guidance.

Objectives and intended outcomes
This EIA has been completed in order to ensure that the implications and potential impact, positive and negative, of this policy have been fully considered and addressed, whether or not people share a protected characteristic.

2. Potential Impacts, positive and negative

Equality Area	Positive	Neutral	Negative	Please give details including any mitigation for negative impacts
Age Does this policy impact on any particular age groups or people of a certain age?	☐	☒	☐	The policy applies equally to all members of staff and pupils regardless of age. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their age.
Disability Does this policy impact on people who have a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day to day activities?	☐	☒	☐	The policy applies equally to all members of staff and pupils regardless of any disability. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of any disability.
Gender reassignment (transsexual, transgender, trans) Does this policy impact on people who are transitioning from one gender to another (at any stage)	☐	☒	☐	The policy applies equally to all members of staff and pupils regardless of their gender at any given time. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their gender.
Marriage and civil partnership Does this policy impact on people who are legally married or in a civil partnership?	☐	☒	☐	The policy applies equally to all members of staff and pupils regardless of marital status. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their marital status.

Pregnancy and maternity (in work this is linked to maternity leave, non- work this is for 26 weeks after giving birth) Does this policy impact on people who are pregnant or in their maternity period	☐	☒	☐	It is not considered that the policy positive or negatively impacts on pregnant women or on staff on maternity or paternity leave.
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following the birth of their child?				
Race Does this policy impact on people as defined by their race, colour and nationality (including citizenship) ethnic or national origins	☐	☒	☐	The policy applies equally to all members of staff and pupils regardless of their race, origin, colour or nationality. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively in these respects.
Religion and belief Does this policy impact on people who practice a particular religion or none, or who hold particular religious or philosophical belief or none?	☐	☒	☐	The policy applies equally to all members of staff and pupils regardless of religion or beliefs. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively in these respects.
Sex Does this policy impact on people because they are male or female?	☐	☒	☐	The policy applies equally to all members of staff and pupils regardless of their sex. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their sex.
Sexual orientation Does this policy impact on people who are sexually attracted towards their own sex, the opposite sex or to both sexes?	☐	☒	☐	The policy applies equally to all staff and pupils regardless of their sexual orientation. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their sexual orientation.