



HALEWOOD
ACADEMY

WE SEEK THE BEST

RELATIONSHIPS, SEX AND HEALTH EDUCATION POLICY

2024-2025

The government RSHE guidance to be implemented on 1st September 2026 can be found [here](#). Until 31st August 2026, this policy will be underpinned and informed by the current 2025 guidance which can be found [here](#).

Version Number: 01

Next Review Date: August 2025 (or before following updated draft guidance)

Academy Link: Mr G Harrison

Governor Link: Mrs C Roe

A GREAT
PLACE
TO BE A
PART OF

MEMBER OF THE WADE DEACON TRUST



1 Location and Dissemination

- 1.1 This document is freely available on request to the entire school community. The policy is referred to in relevant areas of the curriculum. A copy of the policy can be found on the Halewood Academy website.

2 Basic Information

- 2.2 This policy covers Halewood Academy's approach to Relationships, Sex and Health Education (RSHE) for Key Stage 3 and Key Stage 4.
- 2.3 This policy statement is inspired by key school documents, statements and policies including the DfE's guidance on RSHE, Teaching and Learning, Child Protection and Safeguarding Policy and has been developed in consultation with the Senior Leadership Team, Designated Safeguarding Lead, the Vice Principal responsible for managing and maintaining RSHE, staff, students and parents.

3 Availability of the Policy to Parents and Carers

- 3.3 Parents and carers have been consulted on the school policy via parent forum and communication via letter with their subsequent views considered. They will be informed about the policy through school communication and the school website with hardcopies available on request.

4 The Overall School Aims and Objectives

- 4.1 Halewood Academy is committed to promoting a safe and healthy lifestyle for all students. We recognise that this is only possible if students are safe and able to make informed decisions about their wellbeing, health and relationships and build up their self-efficacy. RSHE is a vital way of preparing students to make these decisions, develop resilience and know how, when and where to ask for help and access support. Underpinning our teaching of RSHE are Halewood Academy's core values; Respect, Aspiration, Collaboration, Excellence and Resilience.



5 Rationale

- 5.1 We define 'relationships and sex education' as learning about physical, moral and emotional development that students need in order to understand their own and others sexuality. Whilst the knowledge of biology and the reproductive system is important, RSE is concerned with attitudes and values, personal and social skills, respect for self and others, family, stable loving relationships, feelings, gender roles and decision-making. It is about the physical, emotional, social, moral and legal dimensions of human sexuality as well as factual teaching about sex, sexuality and sexual health.
- 5.2 Aspects of RSE are a statutory entitlement for young people at Key Stages 3 and 4. It provides a comprehensive body of knowledge and understanding about sexual health to manage fertility and avoid infection.
- 5.3 We define "health education" as learning to behave in a manner conducive to the promotion, maintenance, or restoration of health, including environmental health, physical health, social health, emotional health, intellectual health, and spiritual health, as well as sexual and reproductive health.
- 5.4 We believe it is vital and integral to the students' development to receive education on relationships, sex and health through the curriculum because pupils have a universal entitlement to learning that will enable them to live safe, fulfilled and healthy lives. Our curriculum model and the school ethos, underpinned by our core values, contribute to protecting children and young people by addressing national and local health priorities. This is why, alongside Personal Development (PD) lessons, other areas of the curriculum are also fundamental, such as cross curricular learning, assemblies and form time.
- 5.5 The Personal Development Curriculum also recognises that certain topics are highly relevant across the curriculum. Each subject has mapped out where these teaching moments can be capitalised upon so that teachers can link these moments to the area of study. Across the curriculum, opportunities to reinforce Personal Development are taken, whether these are planned for or where they appear organically.
- 5.6 The Personal Development curriculum also acts to protect children and young people from concerns raised through the pastoral and safeguarding systems within school, with an aim to ensure that all students are fully informed about such issues so they are able to make informed life decisions whilst at school and beyond with the key aim of leading students to successful, happy and fulfilling adult lives.



6. The Aims and Objectives of our Programme

6.1 RSHE, as part of the Personal Development curriculum, is vital to the development of the young people in our school. The planned programmes are designed to help them deal with difficult moral, social and health-related issues that arise in their lives and in society. They also help them to develop the knowledge, skills and understanding they need to live confident, healthy, independent lives as individuals, parents, workers and members of society. Effective RSHE is a key component in our approach to safeguarding our pupils and PD lessons ensure direct access to key information on such issues in order to best prepare our students for life after Halewood Academy and to be able to enter society as well-rounded individuals who are ready and prepared to take on the challenge of life today

7. The Intended Learning Outcomes

7.1 In order to build upon prior knowledge, whilst also ensuring there have been no knowledge gaps from Primary School, by the end of Key Stage 3 students will be able to:

- Manage changing relationships and consider how to make effective connections;
- Recognise risk of personal safety in sexual behaviour and be able to make safe decisions;
- Ask for help and support, particularly surrounding issues such as diversity, prejudice and bullying;
- Explain the relationship between their self-esteem and how they see themselves, such as issues surrounding body image;
- Develop skills of assertiveness in order to resist peer pressure and stereotyping and to be fully aware of the support systems;
- See the complexity of moral, social and cultural issues and be able to form a view of their own;
- Develop good interpersonal skills to sustain existing relationships as they grow and change and to help them make new relationships;
- Be tolerant of the diversity of personal, social and sexual preference in relationships;
- Develop empathy with the core values of family life in all its variety of forms;
- Recognise the need for commitment, trust and love in meaningful relationships which may manifest themselves in a variety of forms, including marriage;
- Recognise the stage of emotions in relation to loss and change caused by divorce, separation and new family members and how to manage their feelings positively.

7.2 Pupils will know and understand:

- How to build effective connections with others such as with family, friends, romance and even "online" interactions;
- How to build an effective team/effective teamwork and collaboration;
- Ways to deal with sensitive issues such as diversity, prejudice (in all its forms) and bullying;
- How to ensure healthy diets and lifestyles;
- Drug and alcohol misuse and the implications of these;
- How to cope with change – mentally and physically;
- That fertilisation in humans is the fusion of the male and female cell;
- The physical and emotional changes that take place during adolescence;
- About the human reproductive system, including the menstrual cycle and fertilisation;
- How the foetus develops in the uterus;
- How the growth and reproduction of bacteria and the replication of viruses can affect health;
- How the media influences understanding and attitudes towards sexual health;
- How good relationships can promote mental wellbeing;
- The law relating to sexual behaviour of young people;
- A range of sources of advice and support clinics and how to access these.

7.3 Pupils will have considered:

- Body image and how this can impact themselves and others;
- The benefits of sexual behaviour within a committed relationship;
- How self-concept affects their self-confidence and behaviour;
- The importance of respecting differences in relation to gender and sexuality;
- How it feels to be different and be discriminated against;
- Issues such as the costs of early sexual activity;
- The unacceptability of prejudice and homophobic bullying;
- What rights and responsibilities mean in relationships.

7.4 By the end of Key Stage 4 Pupils will be able to:

- Consider relationships and sex expectations, myths about sex and both the pleasure and challenges of sexual intimacy;
- Consider how the media can influence sexual behaviours and relationships;
- Recognise the potential impact of drugs on physical and mental health;
- Recognise extremism and issues surrounding online safety;
- Recognise the influences and pressures around sexual behaviour and respond appropriately and confidently seek professional health advice;



- Manage emotions associated with changing relationships with parents and friends;
- See both sides of an argument and express and justify a personal opinion;
- Have the determination to stand up for their beliefs and values;
- Make informed choices about the pattern of their lifestyle which promote wellbeing;
- Have the confidence to assert themselves and challenge offending behaviour;
- Develop qualities of empathy and sympathy and the ability to respond emotionally to the range and depth of feelings within close relationships;
- Work co-operatively with a range of people who are different from themselves;
- Recognise attributes of positive and negative relationships.

7.5 Pupils will know and understand:

- Contraception and sexual health related issues;
- Issues surrounding pregnancy, marriage and changing relationships;
- What healthy and unhealthy relationships look like;
- The way in which hormonal control occurs, including the effects of the sex hormones;
- Some medical uses of hormones including the control and promotion of fertility;
- The defence mechanisms of the body;
- How sex is determined in humans;
- How HIV and other sexually transmitted infections affect the body and how to deal with these if contracted;
- The risks of early sexual activity and the link with the use of alcohol;
- The link between eating disorders and self-image and sexual identity;
- How different forms of contraception work and where to get advice;
- The role of statutory and voluntary organisations;
- The law in relation to sexual activity for young people and adults;
- How their own identity is influenced by their personal values, those of their family and of society;
- How to respond appropriately within a range of social relationships;
- The qualities of good parenting and its value to family life;
- How to access the statutory and voluntary agencies which support relationships in crisis;
- The benefits of marriage or a stable partnership in bringing up children;
- The way different forms of relationship including marriage depend for their success on maturity and commitment.



HALEWOOD
ACADEMY