

# London Enterprise Academy

## Relationship, Sex and Health Education (RSHE) policy



**Version:** 5.0

**Date issued:** June 2025

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Assistant Principal

**Review Date:** June 2028

### **1.0 London Enterprise Academy Mission Statement**

London Enterprise Academy is a secondary free school in Tower Hamlets set up by serving teachers, professionals and local parents. Our vision is to create a truly outstanding free school delivering the very best educational opportunities, nurture academic excellence and enhanced ambition in all its pupils, inspire the next generation of professionals and entrepreneurs from diverse backgrounds.

### **2.0 Policy links to School mission, aims and values**

All of the work of London Enterprise Academy is intended to support the delivery of our mission statement in full.

### **3.0 Statutory Framework**

The Relationship, Sex and Health Education (RSHE) policy at London Enterprise Academy takes into account the Department for Education Relationship Education, Relationship and Sex Education and Health Education Guidance February 2019. This states: 'High quality, evidence-based and age-appropriate teaching of these subjects can help prepare students for the opportunities, responsibilities and experiences of adult life. They can also enable schools to promote the spiritual, moral, social, cultural, mental and physical development of students, at school and in society.'

The DfES Sex and Relationship Guidance 2000 defines RSE, now renamed as RSHE as follows: '*Sex and Relationship Education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching*'.

This policy has due regard for and should be read in conjunction with:

- Keeping Children Safe in Education (statutory guidance)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between students)
- Equality Act 2010 and advice for schools
- SEND code of practice: 0 to 25 years (statutory guidance)
- Alternative Provision (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of students' spiritual, moral, social and cultural (SMSC))
- National Citizen Service guidance for schools

### **4.0 Purposes**

It is our policy at London Enterprise Academy to address the following three elements in RSHE:

### **Attitudes and Values**

- Learning the importance of values and individual conscience and moral considerations
- Learning the value of family life, stable and loving relationships and marriage to help nurture children
- Learning the value of respect love and care
- Exploring, considering and understanding moral dilemmas
- Developing critical thinking as part of decision making

### **Personal and Social Skills**

- Learning to manage emotions and relationships confidently and sensitively
- Developing self-respect and empathy for others
- Learning to make choices based on an understanding of difference and with an absence of prejudice
- Developing an appreciation of the consequences of choices made
- Managing conflict
- Learning to recognise and avoid exploitation and abuse

### **Knowledge and Understanding**

- Learning and understanding physical development at appropriate stages
- Understanding human sexuality, reproduction, sexual health, emotions and relationships
- Learning about contraception and the range of local and national sexual health advice, contraception and support services
- Learning the reasons for delaying sexual activity and the benefits to be gained from such delay
- The avoidance of unplanned pregnancy and sexually transmitted infections

## **5.0 Implementation**

The school cross-curricula annual audit for 'Healthy School' status identifies the areas in the school curriculum where RSHE issues are taught and discussed. Other areas such as emotional well-being, citizenship and safety that are also linked to RSHE are also identified.

It is the responsibility of each Head of Department that the content and quality of our provision is monitored and evaluated.

It is the responsibility of the Governing Body at London Enterprise Academy to ensure that statutory requirements relating to Relationships, Sex and Health Education (RSHE) are fully met.

In accordance with the National Curriculum for Science, it is a mandatory requirement for all schools to teach content related to human anatomy, puberty, and the biological aspects of human reproduction. These topics are integrated into our Science curriculum to provide students with accurate knowledge and to create a safe space for addressing sensitive issues and questions. Additionally, information on sexually transmitted infections, including HIV/AIDS, is delivered through our PSHE and Citizenship curriculum, in line with national guidance and statutory entitlements.

Parents retain the right to withdraw their child from elements of Relationships, Sex, and Health Education (RSHE) that fall outside the statutory requirements of the National Curriculum for Science.



The school is committed to supporting all students, including teenage parents, and upholds the expectation that all students should be enabled and encouraged to complete their secondary education. This RSHE policy is a shared responsibility, owned and implemented collaboratively by the entire school community, including staff, students, and parents. Delivery of the programme is conducted in partnership with local Health and Social Care services to ensure a comprehensive and supportive approach. Staff receive appropriate training to build their confidence and competence in delivering RSHE effectively, including facilitating open, respectful discussions about sex and relationships. Staff are also informed of the school's role in promoting sexual health and in contributing to the reduction of unplanned teenage conceptions.

The school is committed to supporting teenage parents in completing their secondary education. We work collaboratively with external agencies and support services to promote both the educational attainment and future economic progression of young parents, ensuring they have access to the resources and guidance necessary to succeed.

It has been completed through consultation with key stakeholders including, parents senior management and governors.

### **Confidentiality**

The legal and professional boundaries of staff apply within a framework of:

- Making sure that students and parents are aware of the school confidentiality policy and how it works in practice
- Reassuring students that their best interests are paramount
- Encouraging students to talk to their parents and give them support to do so
- Ensuring that students know that teachers cannot offer unconditional confidentiality
- Reassuring students that if confidentiality has to be broken they will be informed first and then supported as appropriate, using ground rules in lessons
- Follow the school's child protection procedure. Staff are contractually bound to disclose information about physical or sexual abuse of children on students to their designated child protection officer.

## **6.0 Roles and Responsibilities**

### **The governing board**

The governing board will approve the RSHE policy, and hold the Principal to account for its implementation.

### **The Principal**

The Principal is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSHE

### **Staff**

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual pupils

- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RSHE

### **Pupils**

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

### **7.0 Pupils with special educational needs and disabilities (SEND)**

Relationships Education, Relationships and Sex Education (RSE), and Health Education will be accessible to all pupils. High-quality teaching that is both differentiated and personalised forms the foundation of inclusive practice, ensuring all learners can fully engage with the curriculum.

In planning and delivering these subjects for pupils with Special Educational Needs and Disabilities (SEND), the Academy is guided by the Preparing for Adulthood outcomes as outlined in the SEND Code of Practice. The Academy recognises that some pupils with SEND may be more vulnerable to issues such as exploitation, bullying, or peer pressure. As such, Relationships Education is particularly important for certain groups, including those with Social, Emotional and Mental Health (SEMH) needs or learning disabilities.

Where appropriate, content and delivery will be adapted to reflect the specific developmental stages and individual needs of pupils, ensuring that all students receive meaningful and relevant education in these areas.

### **8.0 Links with other policy areas**

Other school policies which make reference to sex and relationships education are: PSHE, gender, community cohesion, bullying.

### **9.0 Communication**

- This information is located in the guidance published
- For students on the relevant section of the school's website
- For staff referenced in their staff handbook in the Procedures and Policies section, staff shared drive and in the relevant sections of the school's website
- For parents/carers in the relevant sections of the school's website

### **Date Adopted**

Signature of chair of Governors

Signature of Principal

