



RESPECT. RESILIENCE. INTEGRITY.

Relationships and Sex Education Policy and Parent Information

DATE APPROVED

13 October 2026

NEXT DOCUMENT REVIEW

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Policy Owner:	Lindsey Drews, RSHE Lead
Confirmed by	Life Changing Education Ltd, acting through Krystian Liptrot, Chair of the proprietor board and company
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Applies to:	All pupils aged 11-16, parents and carers, staff, visitors and external providers at LCE Academy, Unit 4, Howarth Court, Oldham Gateway, Gateway Crescent, Chadderton, Oldham, OL9 9XB. Applied-for maximum: 108 pupils.

LCE ACADEMY

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1 Purpose and statutory basis

LCE Academy will provide relationships and sex education (RSE) for all pupils aged 11-16 as part of a planned, sequenced, age- and stage-appropriate PSHE programme. The curriculum will meet paragraph 2A of the Education (Independent School Standards) Regulations 2014 and will have regard to the Department for Education's Relationships Education, Relationships and Sex Education and Health Education statutory guidance in force from 1 September 2026.

This policy explains the curriculum, how it is made accessible, how parents and carers are consulted and informed, the right to request withdrawal from sex education, the safeguarding arrangements and how provision is reviewed. It should be read with the curriculum, safeguarding, behaviour, anti-bullying, online safety, equality, SEND, complaints and visiting-speaker arrangements.

2 Principles

RSE at LCE Academy will:

- help pupils form respectful, safe and healthy relationships;
- teach accurate knowledge about consent, boundaries, the law, sexual health, online safety and sources of help;
- be inclusive of different families, sexual orientations, sex, gender reassignment, faiths, cultures and life experiences, without promoting stereotypes or presenting contested views as fact;
- be sensitive to pupils' SEND, SLCN, developmental profile, trauma history and vulnerability while remaining ambitious, age- and stage-appropriate and respectful of chronological age;
- distinguish facts, law, school expectations and differing views;
- never shame pupils or assume their experience, identity, family circumstances or sexual activity;
- equip pupils to recognise abuse, coercion, exploitation, harassment, misogyny, harmful sexual behaviour and online sexual harm;
- give pupils safe ways to ask questions and seek help; and
- contribute to preparation for adult life, independence, employability, citizenship and safeguarding.

3 Roles and accountability

Krystian Liptrot, Chair of the proprietor board and company, is accountable for ensuring that the policy and curriculum meet the Independent School Standards, required consultation takes place, and the policy is published and available free of charge. Life Changing Education Ltd is the operating company.

Sam Gray, Headteacher, is responsible for implementation, staff competence, curriculum time, responding to withdrawal requests, safeguarding escalation, quality assurance and reporting to the proprietor.

Lindsey Drews, confirmed RSHE Lead, maintains the curriculum map, resources, parent information, staff guidance and assessment evidence. She coordinates SEND accessibility and assessment with the DSL team, Helen Potts and subject leaders, and coordinates curriculum links with Sam Flanagan, Careers Lead.

Raheemot Kaffo, Lindsey Drews and David Jeal oversee safeguarding links, including disclosures, sexual harassment, peer-on-peer abuse and referrals. Helen Potts, the named Speech and Language Therapist, advises on communication access, vocabulary, comprehension, consent concepts and suitable reasonable adjustments.

All teaching staff may deliver RSE to classes of no more than six. They must use approved plans and resources, know the safeguarding route, create a respectful climate and record assessment without requiring personal disclosure. External visitors supplement - not replace - teacher-led provision and remain subject to due diligence, agreed content, staff presence and evaluation.

4 Curriculum organisation and sequence

RSE is taught through PSHE/RSHE, supported by science, computing, English, safeguarding, careers and wider curriculum experiences. The master timetable protects two combined 30-minute PSHE/RSHE/careers lessons per group each week. Chronological year-group entitlement remains clear even where pupils are working academically below age-related expectations. Staff adapt communication and pedagogy rather than removing essential safeguarding knowledge.

4.1 Curriculum entitlement and statutory coverage

The approved PSHE and RSHE scheme and its statutory crosswalk cover the full secondary entitlement in the 2026 statutory guidance: families; respectful relationships, including friendships; online and media; being safe; and intimate and sexual relationships, including sexual health. The programme also covers mental wellbeing, online wellbeing, physical health and fitness, healthy eating, drugs, alcohol, tobacco and vaping, health and prevention, basic first aid, the changing adolescent body, economic wellbeing, careers and citizenship through the Academy's compulsory PSHE curriculum.

For curriculum and withdrawal purposes, relationships education develops knowledge and skills for safe, respectful relationships and may include protective content about sexual violence, abuse and online harm without teaching the detail of sexual activity. Sex education within RSE includes teaching about sexual activity, contraception, pregnancy choices, sexually transmitted infections, sexual health services and related decision-making. Science content, including puberty and sexual reproduction, remains part of the science curriculum. Approved medium-term plans label each lesson against these boundaries.

Year group sequence

Year 7 - belonging, respectful relationships, different families, friendship, boundaries, consent in everyday situations, puberty, personal hygiene, emotional changes, online friendships, privacy, sharing images, help-seeking and trusted adults.

Year 8 - healthy and unhealthy relationships, pressure and manipulation, consent, harassment, stereotypes, protected characteristics, body image, online influence, health information and sources of help, reporting concerns and supporting a peer safely.

Year 9 - intimate relationships, consent and the law, contraception, pregnancy choices, sexually transmitted infections, sexual exploitation, grooming, abusive relationships, image-based abuse, pornography as an unreliable and harmful representation of relationships, and access to health services.

Year 10 - coercion and control, sexual violence and harassment, misogyny and harmful attitudes, pornography and online sexual content, deepfakes and AI-generated sexual images, reproductive health, fertility, pregnancy and parenthood, sexual health services, and decision-making under pressure.

Year 11 - revisiting consent and healthy intimacy, risk reduction, health services and confidentiality, fertility and reproductive choices, long-term relationships, transition to adulthood, relationship breakdown, personal safety, bystander action, supporting others, and where to obtain reliable advice after leaving school.

Medium-term plans identify what is relationships education, what is sex education, what is health or wider PSHE content and what is taught through science. Lindsey Drews checks this labelling before delivery so parental withdrawal requests can be handled lawfully and precisely.

5

Accessibility for SEND SLCN and trauma

All pupils receive the same essential entitlement. Access is secured through small groups, pre-teaching, concrete and visual examples, symbols or communication supports, explicit vocabulary, repetition, retrieval, social narratives, modelling, checks for understanding and alternative response methods.

Staff will not infer understanding from fluent speech, compliance or completed worksheets. Assessment must test whether a pupil can recognise a situation, explain a safe response, identify help and apply knowledge in a new context. Materials will be age- and stage-appropriate and respectful of chronological age even when the reading level or conceptual starting point is below KS3.

Helen Potts will support staff to identify communication barriers and appropriate adjustments. Where a pupil's EHCP, SaLT evidence, cognitive profile or trauma presentation indicates a different route, the curriculum lead, SENDCO, SaLT practitioner and DSL will agree and record the adaptation. Essential safeguarding content will not be omitted simply because a pupil finds it difficult.

6

Teaching approach and safe classroom practice

Teachers will establish ground rules before sensitive content. Pupils may pass on personal questions, use an anonymous question process and speak privately to a trusted adult. Staff will not promise confidentiality and will explain when information must be shared for safety.

Teaching will use accurate, current and impartial information. Staff will avoid asking pupils to disclose personal experiences publicly. Questions will be answered honestly and at an appropriate level. If a question raises safeguarding concerns, the safeguarding policy and CPOMS procedure apply immediately. If answering in class would expose withdrawn sex-education content, the teacher will use a brief holding response and arrange an individual follow-up that does not deliver the withdrawn content, unless safeguarding requires immediate action. A holding response and safe follow-up will also be used where a public answer could cause harm or would be developmentally inappropriate.

Resources, including digital content and visiting speakers, require prior review for factual accuracy, age and stage appropriateness, accessibility, safeguarding, equality and political impartiality. The teacher remains present and accountable. The Academy seeks parents' views on materials and lesson plans proposed by external organisations before use. Contracts with external providers must allow the Academy to give parents meaningful access to every planned teaching material. Parents may inspect all planned materials, subject only to practical copyright arrangements that govern copying rather than access. Parents are told in advance about sex-education content and any material change or deviation from the planned programme.

7 Safeguarding and confidentiality

RSE is a protective curriculum and may lead to disclosures. Any concern about abuse, exploitation, harmful sexual behaviour, pregnancy, sexual health, online harm or an adult's conduct must be passed promptly to the DSL or a DDSL and recorded on CPOMS in the agreed category. Immediate risk is acted on without delay.

Staff will distinguish a curriculum question from a disclosure but will not investigate. Information is shared on a need-to-know basis under the safeguarding policy. Where it is safe and appropriate, pupils are informed about what will happen next. The DSL decides contact with parents and external agencies where safeguarding is engaged.

8 Parents carers and consultation

At the pre-registration stage, LCE Academy has no registered pupils and therefore no parents of registered pupils whom the proprietor can formally consult under paragraph 2A(1)(f) of the Independent School Standards. Krystian Liptrot, as Chair of the proprietor board and company acting on behalf of Life Changing Education Ltd, approves and publishes the initial policy for registration. Before opening, the school invites prospective parents and relevant commissioning authorities to comment on the policy, year-group sequence and planned teaching materials and keeps a dated record of what was shared, feedback received and the response. Within the first half-term after first admissions, and before the first substantive revision, the school formally consults parents of registered pupils by explaining the statutory entitlement, providing meaningful access to all planned materials, inviting views, recording themes and the school's response, and confirming any revision. Consultation informs provision but does not give any individual a veto over statutory content.

Parents will receive advance information about the content and timing of sex education, how to inspect all planned teaching materials, who to contact, and the withdrawal process. They will be told about any material change or deviation from the planned programme. This approved policy is available free of charge and is published or otherwise made readily available in line with the school's provision-of-information arrangements.

9 Right to request withdrawal

Parents and carers may request that their child be withdrawn from some or all sex education delivered as part of RSE. There is no right to withdraw from relationships education, health/PSHE content required by the school's curriculum, or content taught as part of science.

Requests should be made to Sam Gray, Headteacher, using the form in Annex B or in writing. The Headteacher will offer a meeting with the parent/carer and, where appropriate, the pupil. The discussion will clarify the exact content, the reasons for the request, the benefits of participation, possible social and emotional effects of withdrawal and any safeguarding or vulnerability considerations. The decision and reasons will be recorded and shared.

Unless there are genuinely exceptional circumstances, the Headteacher grants a secondary-school request until three terms before the pupil turns 16. Any exceptional refusal is an individual decision, for example where a specific safeguarding concern or vulnerability makes withdrawal unusually harmful; the Headteacher consults the DSL and records the evidence and reasons. From three terms before the pupil turns 16, the pupil has the right to choose to receive sex education. If the pupil chooses to opt back in, the school arranges teaching during one of those three terms and continues it while the pupil remains on roll. Pupils are told about this right in an accessible way.

A pupil who is withdrawn will receive purposeful, supervised education. They will not be disadvantaged, shamed or left without suitable work.

10 Assessment monitoring and quality assurance

Assessment identifies what pupils know, understand and can apply; it does not assess values or demand personal disclosure. Teachers use baseline questions, scenario responses, vocabulary checks, low-stakes retrieval, discussion, work samples and end-point tasks. Evidence is recorded in Arbor and informs next teaching.

RSHE is included in the school's three formal progress reviews each year and in ongoing curriculum review. Quality assurance includes planning scrutiny, approved-resource checks, learning visits, pupil voice, work sampling, teacher moderation, safeguarding pattern review and parent feedback. The operational lead reports strengths, gaps, training needs and actions to the Headteacher and proprietor.

Staff training before delivery covers the statutory curriculum, withdrawal boundaries, consent and law, responding to questions, safeguarding disclosures, sexual harassment and harmful sexual behaviour, SEND/SLCN adaptations, use of approved resources and CPOMS recording.

11 Equality inclusion and faith

Teaching complies with the Equality Act 2010, covers all protected characteristics and reflects the law and the diversity of modern Britain. The religious background of pupils is considered when planning and teaching, while every pupil receives the statutory entitlement and factual safeguarding information.

Pupils are taught the facts and law about biological sex and gender reassignment, including the legal protections from discrimination that apply. Staff distinguish facts and law from areas of significant debate, do not teach that all people have a gender identity as fact, do not reinforce sex-based stereotypes and do not present social transition as a simple solution to distress or discomfort. Discussion remains respectful and no pupil is subjected to bullying or harassment.

Any external resource on biological sex, gender reassignment or gender-questioning is reviewed in advance for factual accuracy, age and stage appropriateness, safeguarding and stereotypes. The Academy avoids materials that oversimplify the topic, appear aimed at younger children, perpetuate stereotypes or encourage pupils to question their gender. Parents are consulted on such external resources before use and may view all materials on request.

12 Concerns and complaints

Parents should first raise curriculum questions with the named RSHE lead or Headteacher. Unresolved concerns follow the school's published Complaints Procedure. Safeguarding allegations or concerns about adults follow the safeguarding and local authority routes and are not delayed by the complaints process.

13 Implementation and assurance

This policy is approved on 13 October 2026. Lindsey Drews maintains the year-group curriculum, resource checks, curriculum boundaries, staff competence and parent-material access arrangements; Kathryn McAuley holds the individual training records. The detailed lesson map in document 24 identifies sex-education components and the supervised alternative. Consultation with parents of admitted pupils and any later pupil opt-in follow the published policy.

A**Annex A Parent and carer information**

LCE Academy teaches RSE because pupils need accurate knowledge and practical skills to build respectful relationships, recognise risk, understand consent and seek help. The programme is taught in small groups and adapted for SEND and communication needs without lowering age- and stage-appropriate safeguarding expectations.

Parents will be told when sex-education content is planned and may inspect the curriculum overview and all planned teaching materials, subject only to practical and copyright arrangements. Parents will also be informed of material changes to the planned programme. Questions should be directed to the school on 07446 417002 or LCEAcademy@lifechangingeducation.uk.

Parents may request withdrawal from some or all sex education within RSE. They cannot withdraw a pupil from relationships education, relevant health/PSHE learning or science content. The Headteacher will explain the exact boundary and record the outcome. A withdrawn pupil receives purposeful education.

B**Annex B Request for withdrawal from sex education**

Information requested	Response
Pupil name	
Date of birth / year group	
Parent/carers name	
Contact details	
Specific lesson(s) or content from which withdrawal is requested	
Reason for request, if the parent/carers wishes to provide it	
Date request received	
Meeting offered/date	
Pupil views considered, where appropriate	
Curriculum boundary confirmed - relationships / sex education / health-PSHE / science	
Safeguarding or vulnerability considerations	
Headteacher decision and reasons	
Alternative purposeful education	

Information requested	Response
Start and review dates	
Parent/carers informed	
Headteacher signature/date	
Parent/carers acknowledgement/date	

C Annex C Consultation and implementation record

- 1 Operational RSHE lead: Lindsey Drews (confirmed).
- 2 Record the pre-opening position: there are no registered pupils and therefore no parents of registered pupils available for formal consultation.
- 3 Share the initial policy, year-group sequence and all planned teaching materials with prospective parents for non-statutory feedback.
- 4 Within the first half-term after first admissions, and before the first substantive revision, set and publicise formal consultation dates for parents of registered pupils.
- 5 Record parent/carers themes, the school's response and any policy or curriculum amendments.
- 6 Record the approved programme and resources and, where an external provider is used, its due diligence, agreed content and materials.
- 7 Complete and log staff training.
- 8 Record approval of the initial policy by Krystian Liptrot, Chair of the proprietor board and company.
- 9 Publish the policy on the school website and provide it free of charge on request.
- 10 Review implementation termly. The next scheduled policy review is July 2027, with an earlier review after a material legal, safeguarding or curriculum change.

Authoritative sources

Department for Education, Relationships Education, Relationships and Sex Education and Health Education statutory guidance, in force from 1 September 2026.

Department for Education, Plan your relationships, sex and health curriculum.

Education (Independent School Standards) Regulations 2014, as amended.

Equality Act 2010.



Viewing materials and lesson boundaries

Parents may view the teaching materials used for their child's RSE. Copyright controls copying and redistribution and does not prevent access for viewing. The published withdrawal arrangements apply to the identified sex-education component; relationships, safeguarding and taught science/health content are kept distinguishable in the lesson record and purposeful supervised alternative.