



# RSE and Health Education Policy

**Recommended by:** Vice Principal Behaviour

**Recommendation Date:** 14 / 11 / 2019

**Ratified by:** LAGB

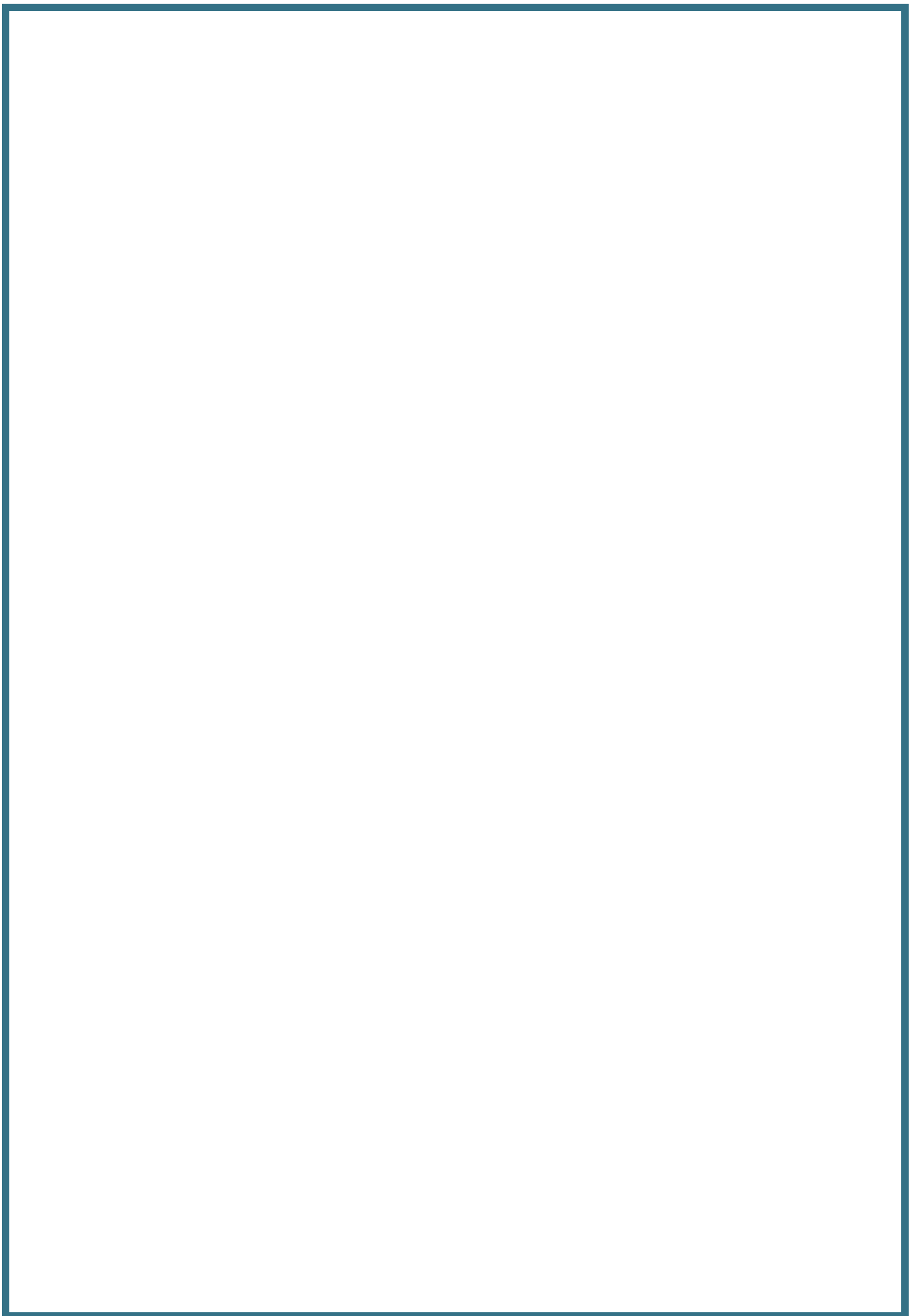
**Signed:**

**Position on the Board:** Chair of Governors

**Ratification Date** 04 / 12 / 2019

**Next Review:** Nov / 2020

**Policy Tier  
(Central/Hub/School):** School



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**Statement of intent**

At [The RSA Academy](#), we understand the importance of educating pupils about sex, relationships and their health, for them to make responsible and well-informed decisions in their lives.

The teaching of RSE and health education can help to prepare pupils for the opportunities, responsibilities and experiences of adult life. It allows us to promote the spiritual, moral, social, cultural, mental and physical development of pupils at school and in the wider society.

We have an obligation to provide pupils with high-quality, evidence and age-appropriate teaching of these subjects. This policy outlines how the school's RSE and health education curriculum will be organised and delivered, to ensure it meets the needs of all pupils.

## 1. Legal framework

1.1. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- DfE (2018) 'Keeping children safe in education'
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2015) 'National curriculum in England: science programmes of study'
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Children and Social Work Act 2017

1.2. This policy operates in conjunction with the following school policies:

- [Behavioural Policy](#)
- [Inclusion Policy](#)
- [SEND Policy](#)
- [E-safety Policy](#)
- [Equal Opportunities Policy](#)
- [Anti-Bullying Policy](#)
- [Child Protection and Safeguarding Policy](#)

## 2. Roles and responsibilities

2.1. The Principal is responsible for:

- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the RSE and health education curriculum is well-led, effectively managed and well-planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring that teaching is delivered in ways that are accessible to all pupils with SEND.
- Providing clear information to parents on the subject content and the right to request that their child is withdrawn.
- Ensuring RSE and health education is resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.

2.2. The Vice Principal is responsible for:

- The overall implementation of this policy.
- Ensuring all staff are suitably trained to deliver the subjects.
- Ensuring parent are fully informed of this policy.
- Reviewing all requests to withdraw pupils from non-statutory elements of the RSE and health education curriculum.
- Discussing withdrawal requests with parents, and the child if appropriate, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum, including the benefits of receiving the education.
- Ensuring withdrawn pupils receive appropriate, purposeful education during the period of withdrawal.
- Encouraging parents to be involved in consultations regarding the school's RSE and health education curriculum.
- Reviewing this policy on an **annual** basis.
- Reporting to the governing board on the effectiveness of this policy and the curriculum.

2.3. The Assistant Principal is responsible for:

- Overseeing the delivery of RSE and health education.
- Working closely with colleagues in related curriculum areas to ensure the RSE and health education curriculum compliments, and does not duplicate, the content covered in national curriculum subjects.
- Ensuring the curriculum is age-appropriate and of high-quality.
- Reviewing changes to the RSE and health education curriculum and advising on their implementation.
- Monitoring the learning and teaching of RSE and health education, providing support to staff where necessary.
- Ensuring the continuity and progression between each year group.
- Helping to develop colleagues' expertise in the subject.
- Ensuring teachers are provided with adequate resources to support teaching of the curriculum.
- Ensuring the school meets its statutory requirements in relation to RSE and health education.
- Leading staff meetings and ensuring all members of staff involved in the curriculum have received the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.

- Ensuring the correct standards are met for recording and assessing pupil performance.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the senior leadership team.

2.4. Year Team Leaders are responsible for:

- Acting in accordance with, and promoting, this policy
- Delivering RSE and health education in a sensitive way and that is of a high-quality and appropriate for each year group.
- Ensuring they do not express personal views or beliefs when delivering the curriculum.
- Planning lessons effectively, ensuring a range of appropriate teaching methods and resources are used to cover the content.
- Modelling positive attitudes to RSE and health education.
- Liaising with the SENCO about identifying and responding to the individual needs of pupils with SEND.
- Liaising with the assistant principal about key topics, resources and support for individual pupils.
- Monitoring pupil progress in RSE and health education.
- Reporting any concerns regarding the teaching of RSE or health education to the assistant principal or a member of the SLT.
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the safeguarding team
- Responding appropriately to pupils whose parents have requested to withdraw them from the non-statutory components of RSE, by providing them with alternative education opportunities.

2.5. The SENCO is responsible for:

- Advising teaching staff how best to identify and support pupils' individual needs.
- Advising staff on the use of TAs in order to meet pupils' individual needs.

### **3. Organisation of the RSE and health education curriculum**

3.1. All schools providing secondary education are required to deliver statutory RSE and all state-funded schools are required to deliver health education.

3.2. For the purpose of this policy, “**relationships and sex education**” is defined as teaching pupils about developing healthy, nurturing relationships of all kinds, and helping them to understand human sexuality and to respect themselves and others.

- 3.3. For the purpose of this policy, “**health education**” is defined as teaching pupils about how they can make good decisions about their own health and wellbeing, and how physical health and mental wellbeing are interlinked.
- 3.4. The RSE and health education curriculum will be developed in consultation with teachers, pupils and parents, and in accordance with DfE recommendations.
- 3.5. We will gather the views of teachers, pupils and parents in the following ways:
  - 3.5.1. Questionnaires
  - 3.5.2. Meetings
  - 3.5.3. Letters
  - 3.5.4. Training sessions
- 3.6. The majority of the RSE and health education curriculum will be delivered through **PSHE education**, with statutory elements taught via the science curriculum.
- 3.7. The Year Team Leader will work closely with their colleagues in related curriculum areas to ensure the curriculum complements and does not duplicate the content covered in national curriculum subjects.
- 3.8. The curriculum has been developed in line with the DfE’s ‘Relationships Education, Relationships and Sex Education (RSE) and Health Education’ guidance.
- 3.9. The school will consider the context and views of the wider local community when developing the curriculum to ensure it is reflective of issues in the local area.
- 3.10. The school will consider the religious background of all pupils when planning teaching, to ensure all topics included are appropriately handled.
- 3.11. The RSE and health education curriculum is informed by topical issues in the school and wider community, to ensure it is tailored to pupils’ needs, for example, if there was a local prevalence of specific sexually transmitted infections, our curriculum would be tailored to address this issue.

## **4. RSE subject overview**

- 4.1. RSE will continue to develop pupils’ knowledge on the topics taught at a primary level, in addition to the content outlined in this section.

### **Families**

- 4.2. By the end of secondary school, pupils will know:
  - That there are different types of committed, stable relationships.
  - How these relationships might contribute to human happiness and their importance for bringing up children.
  - What marriage is, including their legal status, e.g. that marriage carries legal rights and protections not available to couples who are cohabiting



or who have married, for example, in an unregistered religious ceremony.

- Why marriage is an important relationship choice for many couples and why it must be freely entered into.
- The characteristics and legal status of other types of long-term relationships.
- The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting.

4.3. Pupils will also know how to:

- Determine whether other children, adults or sources of information are trustworthy.
- Judge when a family, friend, intimate or other relationship is unsafe, and recognise this in others' relationships.
- How to seek help or advice if needed, including reporting concerns about others.

### **Respectful relationships, including friendships**

4.4. By the end of secondary school, pupils will know:

- The characteristics of positive and healthy friendships in all contexts (including online), including trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationships.
- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- How stereotypes, particularly those based on sex, gender, race, religion, sexual orientation or disability, can cause damage, e.g. how they might normalise non-consensual behaviour.
- That in school and wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.
- About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to seek help.
- The types of behaviour in relationships that can be criminal, including violent behaviour and coercive control.
- What constitutes sexual harassment and violence and why these are always unacceptable.

- The legal rights and responsibilities regarding equality, with reference to the protected characteristics defined in the Equality Act 2010, and that everyone is unique and equal.

### **Online and media**

4.5. By the end of secondary school, pupils will know:

- Their rights, responsibilities and opportunities online, and that the same expectations of behaviour apply in all contexts.
- About online risks, including that material shared with another person has the potential to be shared online and the difficulty of removing potentially compromising material placed online.
- Not to provide material to others that they would not want shared further and not to share personal material which they receive.
- What to do and where to get support to report material or manage issues online.
- The impact of viewing harmful content.
- That specifically sexually explicit material, e.g. pornography, presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.
- That sharing and viewing indecent images of children is a criminal offence which carries severe penalties, including jail.
- How information and data is generated, collected, shared and used online.

### **Being safe**

4.6. By the end of secondary school, pupils will know:

- The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.
- How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn – this includes online.

### **Intimate and sexual relationships, including sexual health**

4.7. By the end of secondary school, pupils will know:

- How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.

- That all aspects of health can be affected by choices they make in sex and relationships, positively and negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.
- The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for both men and women.
- The range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.
- That they have a choice to delay sex or enjoy intimacy without sex.
- The facts about the full range of contraceptive choices, their effectiveness and options available.
- The facts around pregnancy including miscarriage.
- That there are choices in relation to pregnancy, with legally and medically accurate, impartial information on all options including keeping the baby, adoption, abortion and where to get further help.
- How the different sexually transmitted infections (STIs) are transmitted, how risk can be reduced through safer sex and the importance of facts about testing.
- About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.
- How the use of alcohol and drugs can lead to risky sexual behaviour.
- How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

## **5. Health education subject overview**

- 5.1. The physical health and mental wellbeing curriculum will continue to develop pupils' knowledge on the topics taught at a primary level, in addition to the content outlined in this section.

### **Mental wellbeing**

- 5.2. By the end of secondary school, pupils will know:
- How to talk about their emotions accurately and sensitively, using appropriate vocabulary.
  - That happiness is linked to being connected to others.
  - How to recognise the early signs of mental wellbeing concerns.
  - Common types of mental ill health, e.g. anxiety and depression.
  - How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.

- The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.

### **Internet safety and harms**

5.3. By the end of secondary school, pupils will know:

- The similarities and differences between the online world and the physical world, including the impact of unhealthy or obsessive comparison with others online, over-reliance on online relationships, the risks related to online gambling, how information is targeted at them and how to be a discerning consumer of information online.
- How to identify harmful behaviours online, including bullying, abuse or harassment, and how to report, or find support, if they have been affected by those behaviours.

### **Physical health and fitness**

5.4. By the end of secondary school, pupils will know:

- The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.
- The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health.
- About the science relating to blood, organ and stem cell donation.

### **Healthy eating**

5.5. By the end of secondary school, pupils will know:

- How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.

### **Drugs, alcohol and tobacco**

5.6. By the end of secondary school, pupils will know:

- The facts about legal and illegal drugs and their associated risks, including the link between drug use and serious mental health conditions.
- The law relating to the supply and possession of illegal substances.
- The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.
- The physical and psychological consequences of addiction, including alcohol dependency.

- Awareness of the dangers of drugs which are prescribed but still present serious health risks.
- The facts about the harms from smoking tobacco, the benefits of quitting and how to access the support to do so.

### **Health and prevention**

5.7. By the end of secondary school, pupils will know:

- About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.
- About dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.
- The benefits of regular self-examination and screening.
- The facts and science relating to immunisation and vaccination.
- The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.

### **Basic first aid**

5.8. By the end of secondary school, pupils will know:

- Basic treatments for common injuries.
- Life-saving skills, including how to administer CPR.
- The purpose of defibrillators and when one might be needed.

### **Changing adolescent body**

5.9. By the end of secondary school, pupils will know:

- Key facts about puberty, the changing adolescent body and menstrual wellbeing.
- The main changes which take place in males and females, and the implications for emotional and physical health.

## **6. Health education programmes of study**

- 6.1. The school is free to determine an age-appropriate, developmental curriculum which meets the needs of young people and includes the statutory content outlined in section 4 and 5 of this policy.
- 6.2. Year 7:

1. Introduction to secondary school (Year 7 transition lesson)
2. Introduction to PSHE Lesson (introduces PSHE as a subject)

Health and Wellbeing	Living in the Wider World	Relationships (RSE)
<p>What do we mean by a healthy lifestyle? Health introduction.</p> <p>How can I keep healthy? Food groups, diet and nutrition.</p> <p>Eating responsibly – Food labels and health hazards.</p> <p>Healthy Living – exercise and keeping active.</p> <p>Not eating healthily - what are the consequences?</p> <p>What's the big deal about energy drinks?</p> <p>The dangers of cigarettes and alcohol (2x hours)</p> <p>Puberty – what happens, when and why.</p> <p>Periods – what happens, when and why.</p> <p>FGM – what is this and why is it so dangerous?</p> <p>Introduction to mental health issues – depression focus.</p> <p>What are drugs? Why are they dangerous? (class A, B and C)</p> <p>How can we manage our anger?</p>	<p>Being an aspirational student</p> <p>The importance of self esteem</p> <p>How can we budget our money?</p> <p>How can I create a personal budgeting plan? (2x hours)</p> <p>What are savings, loans and interest?</p> <p>What are the different types of financial transactions?</p> <p>What are the different types of financial products?</p> <p>How can we shop ethically?</p> <p>What are wants and needs and why do we need to know the difference?</p> <p>How can we enjoy social media but keep our accounts safe and private?</p> <p>What is stereotyping and prejudice? Racism focus.</p> <p>How can we be resilient and face challenges?</p>	<p>Keeping good friendships and avoiding toxic ones.</p> <p>Family relationships – the different types and why we don't always get along.</p> <p>Love and relationships – falling in love and dealing with new feelings.</p> <p>Bullying or banter? Why do people bully others and how can we help stop this?</p> <p>What is cyberbullying? Why do people bully online?</p> <p>How do we keep safe and positive relationships (on and off-line)?</p> <p>What is my personal identity and why is diversity important?</p> <p>Extremism – why does radicalisation happen and how does it challenge our values?</p>

## Year 8:

Health and Wellbeing	Living in the Wider World	Relationships (RSE)
<p>Personal development and target setting – how can I improve my skills and behaviour?</p> <p>How can self-confidence boost our achievement?</p> <p>How can I manage my behaviour to achieve targets and goals?</p> <p>Why do teenage parents have it so tough? How we can avoid teenage pregnancy.</p> <p>Stereotyping, discrimination and prejudice. Disability focus</p> <p>How can we look after ourselves and others in an emergency? Personal safety and first aid.</p> <p>What is vaping and is this as bad as smoking?</p> <p>What is mindfulness? How can this aid positive mental health?</p> <p>Emotional literacy – why is self-awareness in our actions towards others so important? (2 hours)</p> <p>Cancer Awareness</p>	<p>Internet Safety – what is online grooming and why must we be so careful?</p> <p>How can we care for our environment and why is it changing? (2 hours)</p> <p>Careers + development focus - how can we develop our communication skills?</p> <p>Careers + development focus - how can we develop our teamwork skills?</p> <p>How can we become entrepreneurs?</p> <p>LGBT+ focus: Homophobia</p> <p>Finance – what is income and expenditure?</p> <p>Finance – budgeting and saving personal finances</p> <p>Careers + Finance - What are national insurance and income tax? Reading payslips</p> <p>Why do we pay tax and how is this spent?</p> <p>Stereotyping, discrimination and prejudice. Teens and the media focus.</p>	<p>How do we have safe sex and use different forms of contraception?</p> <p>How do we keep good sexual health and avoid STIs?</p> <p>What is consent and why is it important we know about it?</p> <p>What is sexting and why is it so risky to send personal images?</p> <p>What is pornography and why can it be dangerous?</p> <p>How can we prevent radicalisation and recognise the signs of extremism?</p> <p>Who are the extremist groups and why are they so dangerous?</p> <p>Where does extremism come from?</p> <p>How do religious extremists attract converts?</p> <p>Islamophobia – do Muslims really want Sharia Law in Britain?</p> <p>Stereotyping, discrimination and prejudice. Religion focus.</p> <p>How can British Values teach us tolerance and respect for others?</p> <p>Domestic conflict – why do people run away from home and why is this so dangerous?</p> <p>Body image and the media part 1 with a focus on boys.</p>



### 6.3. Year 9:

Health and Wellbeing	Living in the Wider World	Relationships (RSE)
<p>Why do we need to keep to rules in order to succeed?</p> <p>How can we foster a Growth Mindset to succeed and achieve?</p> <p>How can I develop interpersonal skills to help me succeed?</p> <p>How can we manage the stress of school and exams?</p> <p>Why do people take illegal drugs and what does the law say about drug use?</p> <p>Why do people become selfie obsessed and consequences can this have?</p> <p>What are the short and long-term consequences of excess alcohol drinking?</p> <p>What is self-harm and why do people do this?</p> <p>Why can't some people access education?</p> <p>How are we protected from prejudice and discrimination?</p> <p>Mental health – how can I deal with and manage anxiety?</p> <p>Acid attacks – why are these on the increase and what can we do if we witness one?</p> <p>Responsible health choices – blood donation, stem cells, vaccinations (2 hours)</p>	<p>How does knife crime impact on our communities, why do teens get involved and what are the consequences?</p> <p>How does the law deal with young offenders?</p> <p>How can we be self-disciplined to achieve our aims at school and in the wider world?</p> <p>Employability Skills – preparing for and applying to the world of work and careers</p> <p>What other skills do we need to develop for the work environment?</p> <p>What does it mean to be 'enterprising' and what is an 'enterprising personality'?</p> <p>What is sustainability and why is this essential to our environment?</p> <p>Navigating accounts, savings loans and financial institutions.</p> <p>What rights do we have as shoppers and consumers?</p> <p>How can I stay financially savvy and avoid debt?</p> <p>What can we learn from successful business people and entrepreneurs.</p> <p>Should we <u>sent</u> aid to foreign countries – is aid the answer?</p> <p>How can extreme views lead to human rights abuses and atrocities?</p> <p>How do charities like UNICEF help across the world?</p>	<p>Who <u>are</u> the LGBT+ community and what would they like us to know?</p> <p>Why are British communities so diverse? Immigration and diversity focus.</p> <p>What <u>are</u> domestic violence and abusive relationships? Healthy and unhealthy relationships.</p> <p>CSE – how are children and young people lured into dangerous relationships and what do these look like?</p> <p>Body image and the media 2 – focus on girls</p> <p>Body image and the media 3 – does the media contribute to eating disorders?</p> <p>Can we respect and celebrate British values and the religion and culture of our choice? (<u>2 hour</u> display lesson)</p> <p>What is peer-pressure – why is it so powerful and how can we overcome this?</p>

#### 6.4. Year 10:

Health and Wellbeing	Living in the Wider World	Relationships (RSE)
How can we manage our time effectively to help us succeed?	What is Fake News and why do we need critical thinking skills? (2 hours)	Same sex relationships (LGBT+)
Can tattoos and piercings be dangerous?	What is anti-social behaviour and how does this affect communities?	What are forced and arranged marriages and what do we need to know?
Why do some people commit suicide?	How can we successfully prepare for work experience?	Gender and Trans Identity LGBT+
How can we manage grief and bereavement?	What rights and responsibilities do we have in the workplace?	How can we manage conflict successfully?
How can we manage social anxiety?	What is money laundering and why are some students taken in by this crime?	Why do sexism, gender prejudice and stereotypes still exist?
Why do some people become homeless and why is homelessness on the increase?	What are employers looking for in CVs?	What is community cohesion and why is this important? (British Values)
What are hate crimes and why do these still happen?	British Values – how does the criminal justice system work?	
What is binge drinking, what are the risks and why do people still do it?	What is overt and covert racism and why are people still prejudiced?	Revenge Porn – what is this and how can we prevent ourselves from being victims?
Study Skills – the power of mind and memory.	Why pursue a <u>careers</u> in the STEM industries?	Do we have healthy or unhealthy relationships with our role models?
Social Media and Self-Esteem	How do we choose a career that suits our personality, ambition and qualifications?	Harassment and stalking – what are these things and what does the law say about it?
Internet Safety – the dangers of excessive screen time	Crime, gangs and County Lines (2 hours)	
How can we take steps to live more sustainably? (carbon footprint)	Why do we still need an International Women's Day?	Parenting, the different types and styles and looking after a child.

#### 6.5. Year 11:

Health and Wellbeing	Living in the Wider World	Relationships (RSE)
Why is PSHE so important?	GCSE Revision and Study Skills	Bullying – Body Shaming
Risk Taking	Applying to College and University	Relationship Break Ups
Gambling and Online Gaming	Independent Living	What is 'Good Sex'?
Perseverance and Procrastination	Internet Safety – the Dark Web	Why is it essential we know about consent, rape and sexual abuse?
Privilege – How does this affect us all?	How is plastic pollution destroying our environment?	How can we make ourselves and other people feel more positive and why is happiness important?
Why do we need sleep and how does sleep deprivation affect us?	How can we protect animal rights and aid sustainability?	Relationship types and sexuality
Why is our digital footprint important?	How can trade unions protect our rights at work?	What is Chem Sex and what do we mean when we talk about safe sex?
How can we celebrate diversity and our identities?	What is <u>cyber crime</u> ?	
What is body positivity and is why is this controversial? (obesity issues)	How can we successfully prepare for a job interview?	
Personal Safety in the Wider World	Globalisation – how does this affect us?	
Fertility and reproductive health issues (2 hours)	What is multiculturalism?	
	What is right-wing extremism?	
	Why is Health and Safety at work so important?	

## 7. Delivery of the curriculum

- 7.1. The majority of the RSE and health education curriculum will be delivered through the PSHE curriculum.
- 7.2. Through effective organisation and delivery of the subject, we will ensure that:
  - Core knowledge is sectioned into units of a manageable size.
  - The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work.
  - Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.

- 7.3. RSE and health education complement several national curriculum subjects. Where appropriate, the school will look for opportunities to make links between the subjects and integrate teaching.
- 7.4. The RSE and health education curriculum will be delivered by appropriately trained members of staff.
- 7.5. The curriculum will proactively address issues in a timely way in line with current evidence on pupil's physical, emotional and sexual development.
- 7.6. RSE and health education will be delivered in a non-judgemental, age-appropriate, factual and inclusive way that allows pupils to ask questions in a safe environment.
- 7.7. Teaching of the curriculum reflects requirements set out in law, particularly in the Equality Act 2010, so that pupils understand what the law does and does not allow, and the wider legal implications of the decisions they make.
- 7.8. The school will integrate LGBTQ+ content into the RSE curriculum – this content will be taught as part of the overall curriculum, rather than a standalone topic or lesson. LGBTQ+ content will be approached in a sensitive, age-appropriate and factual way that allows pupils to explore the features of stable and healthy same-sex relationships.
- 7.9. All teaching and resources are assessed by the Year Team Leader to ensure they are appropriate for the age and maturity of pupils, are sensitive to their religious backgrounds and meet the needs of any SEND, if applicable.
- 7.10. Classes may be taught in gender-segregated groups dependent on the nature of the topic being delivered at the time, and the cultural background of pupils where it is only appropriate to discuss the body in single gender groups.
- 7.11. Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning.
- 7.12. Inappropriate images, videos, etc. will not be used, and resources will be selected with sensitivity given to the age and cultural background of pupils.
- 7.13. Pupils will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures taken to ensure this are outlined in the school's E-safety Policy, and Acceptable Terms of Use Agreement.
- 7.14. Teachers will establish what is appropriate for one-to-one and whole-class settings, and alter their teaching of the programmes accordingly.
- 7.15. Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively and honestly.

- 7.16. The curriculum will be designed to focus on boys as much as girls and activities will be planned to ensure both are actively involved, matching their different learning styles.
- 7.17. Teachers will focus heavily on the importance of marriage and healthy relationships when teaching RSE, though sensitivity will always be given as to not stigmatise pupils on the basis of their home circumstances.
- 7.18. Teachers will ensure lesson plans focus on challenging perceived views of pupils based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.
- 7.19. In teaching the curriculum, teachers will be aware that pupils may raise topics such as self-harm and suicide. When talking about these topics in lessons, teachers will be aware of the risks of encouraging these behaviours and will avoid any resources or material that appear as instructive rather than preventative.
- 7.20. At all points of delivery of the curriculum, parents will be consulted, and their views will be valued. What will be taught and how, will be planned in conjunction with parents.

## 8. Curriculum links

- 8.1. The school seeks opportunities to draw links between RSE and health education and other curriculum subjects wherever possible to enhance pupils' learning.
- 8.2. RSE and health education will be linked to the following subjects:
  - **Citizenship** – pupils are provided with the knowledge, skills and understanding to help prepare them to play a full and active part in society, including an understanding of how laws are made and upheld and how to make sensible decisions.
  - **Science** – pupils are taught about the main external parts of the body and changes to the human body as it grows, including puberty.
  - **ICT and computing** – pupils are taught about how they can keep themselves safe online and the different risks that they may face online as they get older.
  - **PE** – pupils can develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sport and lead healthy, active lives.
  - **PSHE** – pupils learn about respect and difference, values and characteristics of individuals.

## 9. Working with parents

- 9.1. The school understands that parents' role in the development of their children's understanding about relationships and health is vital.

- 9.2. The school will work closely with parents when planning and delivering the content of the school's RSE and health education curriculum.
- 9.3. When in consultation with parents, the school will provide:
  - The curriculum content, including what will be taught and when.
  - Examples of the resources the school intends to use to deliver the curriculum.
  - Information about parents' right to withdraw their child from non-statutory elements of RSE and health education.
- 9.4. Parents will be provided with frequent opportunities to understand and ask questions about the school's approach to RSE and health education.
- 9.5. The school understands that the teaching of some aspects of the curriculum may be of concern to parents.
- 9.6. If parents have concerns regarding RSE and health education, they may submit these via email to the year Team Leader in the first instance
- 9.7. Parents will be regularly consulted on the curriculum content, through meetings and letters, and the curriculum will be planned in conjunction with parents' views.

## **10. Working with external agencies**

- 10.1. Working with external agencies can enhance our delivery of RSE and health education and brings in specialist knowledge and different ways of engaging pupils.
- 10.2. External experts may be invited to assist from time-to-time with the delivery of the RSE and health education curriculum but will be expected to comply with the provisions of this policy.
- 10.3. The school will check the visitor/visiting organisation's credentials of all external agencies.
- 10.4. The school will ensure the teaching delivered by the external experts fits with the planned curriculum and provisions of this policy.
- 10.5. The school will discuss with the visitor the details of how they intend to deliver their sessions and ensure the content is age-appropriate and accessible for all pupils.
- 10.6. The school will request copies of the materials and lesson plans the visitor will use, to ensure it meets the full range of pupils' needs.
- 10.7. The school and the visitor will agree on how confidentiality will work in any lesson and that the visitor understands how safeguarding reports must be dealt with in line with the school's Child Protection and Safeguarding Policy.

10.8. The school will use visitors to enhance teaching by an appropriate member of teaching staff, not to replace teaching by those staff.

## **11. Withdrawal from lessons**

11.1. Parents have the right to request that their child is withdrawn from some or all of sex education delivered as part of statutory RSE.

11.2. Parents **do not** have a right to withdraw their child from the relationships or health elements of the programmes.

11.3. Requests to withdraw a child from sex education will be made in writing to the headteacher.

11.4. Before granting a withdrawal request, the headteacher will discuss the request with the parents and, as appropriate, the child, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum.

11.5. The headteacher will inform parents of the benefits of their child receiving RSE and any detrimental effects that withdrawal might have.

11.6. All discussions with parents will be documented. These records will be kept securely in the school office in line with the school's Records Management Policy.

11.7. Following discussions with parents, the school will respect the parents' request to withdraw their child up to and until three terms before the child turns 16. After this point, if the child wishes to receive RSE rather than be withdrawn, the school will make arrangements to provide the child with RSE.

11.8. Pupils who are withdrawn from RSE will receive appropriate, purposeful education during the full period of withdrawal.

11.9.

11.10. For requests concerning the withdrawal of a pupil with SEND, the headteacher may take the pupils' specific needs into account when making their decision.

## **12. Equality and accessibility**

12.1. The school will comply with the relevant requirements of the Equality Act 2010 and will ensure the curriculum does not discriminate against pupils because of their:

- Age
- Sex
- Race
- Disability
- Religion or belief

- Gender reassignment
  - Pregnancy or maternity
  - Marriage or civil partnership
  - Sexual orientation
- 12.2. The school will consider the backgrounds, gender, age range and needs of its pupils and determine whether it is necessary to put in place additional support for pupils with the above protected characteristics.
- 12.3. The school understands that pupils with SEND are entitled to learn about RSE and health education, and the curriculum will be designed to be inclusive of all pupils.
- 12.4. The school is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND – teachers will understand that they may need to liaise with the SENCO and be more explicit and adapt their planning or work to appropriately deliver the curriculum to pupils with SEND.
- 12.5. Where there is a need to tailor content and teaching to meet the needs of pupils at different developmental stages, the school will ensure the teaching remains sensitive, age-appropriate, developmentally appropriate and is delivered with reference to the law.
- 12.6. The school will take steps to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls and provide an environment which challenges perceived limits on pupils based on their gender or any other characteristic.
- 12.7. The school will be actively aware of everyday issues such as sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture within which these are not tolerated. Any occurrences of such issues will be identified and tackled promptly.
- 12.8. The school will make clear that sexual violence and sexual harassment are not acceptable and will not be tolerated. Any reports of sexual violence or sexual harassment will be handled in accordance with the school's policy

### **13. Safeguarding and confidentiality**

- 13.1. All pupils will be taught about keeping themselves safe, including online, as part of a broad and balanced curriculum.
- 13.2. Confidentiality within the classroom is an important component of RSE and health education, and teachers are expected to respect the confidentiality of their pupils as far as is possible.
- 13.3. Teachers will, however, understand that some aspects of RSE may lead to a pupil raising a safeguarding concern, e.g. disclosing that they are being



abused, and that if a disclosure is made, the safeguarding team will be alerted immediately.

- 13.4. Pupils will be made aware of how to raise their concerns or make a report, and how their report will be handled – this includes the process for when they have a concern about a peer.

## **14. Staff training**

- 14.1. Training will be provided by the Year Team Leader to the relevant members of staff on a termly basis to ensure they are up to date with the RSE and health education curriculum.
- 14.2. Training will also be scheduled around any updated guidance on the curriculum and any new developments, such as “sexting”, which may need to be addressed in relation to the curriculum.
- 14.3. The school will ensure teachers receive training on the Social Exclusion Report on Teenage Pregnancy, and the role of an effective RSE curriculum in reducing the number of teenage conceptions.
- 14.4. Appropriately trained staff will be able to give pupils information on where and how to obtain confidential advice, counselling and treatment, as well as guidance on emergency contraception and their effectiveness.

## **15. Monitoring quality**

- 15.1. The Year Team Leader is responsible for monitoring the quality of teaching and learning for the subject.
- 15.2. The Year Team Leaders will conduct subject assessments on a Termly basis, which will include a mixture of the following:
  - Self-evaluations
  - Lesson observations
  - Topic feedback forms
  - Learning walks
  - Work scrutiny
  - Lesson planning scrutiny
- 15.3. The Assistant Principal will create annual subject reports for the Principal and governing board to report on the quality of the subjects.
- 15.4. The Year Team Leader will work regularly and consistently with the Assistant Principal and link governor, e.g. through review meetings, to evaluate the effectiveness of the subjects and implement any changes.

## **16. Monitoring and review**

- 16.1. This policy will be reviewed by the Senior leadership team in conjunction with the Year Team Leaders on an annual basis.
- 16.2. Any changes needed to the policy, including changes to the programmes, will be implemented by the Vice Principal
- 16.3. Any changes to the policy will be clearly communicated to all members of staff and, where necessary, parents and pupils, involved in the RSE and health education curriculum.
- 16.4. The next scheduled review date for this policy is November 2020.

# Letter to Parents Regarding RSE and health education

School name  
Address line one  
Address line two  
Address line three  
Postcode  
Date

## RE: RSE and health education at RSA Academy

Dear parent,

Government guidelines outline that, from the age of 11, it is compulsory for all schools to provide an RSE and health education curriculum.

At our school, we believe that it is important to provide our pupils with a thorough and balanced curriculum, including age-appropriate information about sex and relationships.

The details of what will be taught to the various year groups is detailed in the school's RSE and Health Education Policy, which can be accessed on our school website [www.rsaacademy.org](http://www.rsaacademy.org), or in hard copy via our school office.

Though schools must provide RSE and health education for pupils from the age of 11, up until the age of 19, only aspects of the science national curriculum are compulsory for pupils to learn. Therefore, as parents, you are entitled to request that your child be removed from sex education lessons up to and until three terms before they turn 16-years-old. After that point, if your child wishes to receive sex education, the school will make arrangements to provide them with sex education during one of those terms.

Requests for withdrawal should be submitted in writing to the Year Team Leader who will discuss this with you and your child's teacher and determine an appropriate substitute for these lessons. In most instances, children will be provided with self-directed reading or exercises which they can complete under the supervision of an appropriate member of staff.

If you have any concerns or queries about your child's participation in these lessons, please do not hesitate to contact either myself or your child's class teacher to discuss these.

Yours sincerely,

Name

Year X Team Leader