

## RSE and Health Education Policy

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<b>Committee Responsible</b>	SBS
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The DfE has confirmed that relationships and health education in primary schools and RSE and health education in secondary schools will become compulsory from September 2020 as planned; however, due to the impact of the coronavirus (COVID-19), schools are being offered flexibility on when to begin delivering these subjects within the 2020/2021 academic year.

Schools that are prepared to deliver teaching in these subjects and have met the requirements in the DfE's '[Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#)' guidance are being encouraged to begin delivering teaching from 1 September 2020, or whenever practicable to do so within the first few weeks of the academic year. Schools that feel they will not be able to meet the requirements due to the impact of coronavirus (e.g. time lost in school and competing priorities) should start teaching the subjects as soon as practically possible, and no later than the start of the Summer term in 2021. In these cases, a phased approach should be used (if needed) when introducing the subjects.

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## 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 (2023) '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
- Harmful Sexual Behaviour Policy
- Student Confidentiality Policy
- Social, Emotional and Mental Health (SEMH) Policy
- Records Management Policy
- Acceptable Terms of Use Agreement.

## 2 Roles and responsibilities

2.1 The governing board is responsible for:

- Ensuring all students 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 students 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
- Maintaining and developing the religious ethos of the school.

2.2 The headteacher is responsible for:

- The overall implementation of this policy
- Ensuring all staff are suitably trained to deliver the subjects
- Ensuring parents are fully informed of this policy
- Reviewing all requests to withdraw students 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 students 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 RSE and health education (PDW) subject leader 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 student performance
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the headteacher.

2.4 The DSL is responsible for:

- Offering advice and consultation for safeguarding-related subjects in the RSE and health education curriculum
- Promoting knowledge and awareness of safeguarding issues amongst staff

- Being an appropriate point of contact for staff who have concerns about the welfare of a child that have arisen through the teaching of RSE and health education.

#### 2.5 Subject teachers 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 students with SEND
- Liaising with the RSE and health education (PDW) subject leader about key topics, resources and support for individual students
- Monitoring student progress in RSE and health education
- Reporting any concerns regarding the teaching of RSE or health education to the RSE and health education subject (PDW) leader or a member of the SLT
- Reporting any safeguarding concerns or disclosures that students may make as a result of the subject content to the DSL
- Responding appropriately to students whose parents have requested to withdraw them from the non-statutory components of RSE, by providing them with alternative education opportunities.

#### 2.6 The SENCO is responsible for:

- Advising teaching staff how best to identify and support students' individual needs
- Advising staff on the use of TAs in order to meet students' 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 students 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 students 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, students and parents, and in accordance with DfE recommendations.

3.5 We will gather the views of teachers, students and parents in the following ways:

- Questionnaires
- Meetings
- Letters
- Training sessions.

Schools are free to determine whether RSE and health education will be delivered as part of their PDW curriculum, as a joint subject, or as standalone subjects.

3.6 The majority of the RSE and health education curriculum will be delivered through PDW education, with some statutory elements taught via the science curriculum.

3.7 The RSE and health education subject (PDW) 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. An audit has been carried out to ensure this.

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 students 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 students' needs, for example, if there was a local prevalence of specific sexually transmitted infections, our curriculum would be tailored to address this issue.

3.12 As part of the PDW sessions, students will be signposted to websites, links and organisations offering help and support on topics covered in PDW lessons. In addition, they will be reminded of the Keep Safe pages in their planner which provide useful links to support and further information.

#### **4. RSE subject overview**

4.1 RSE will continue to develop students' 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, students 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, same-sex marriage and civil partnerships are, 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 Students will also know how to:

- Determine whether other children, adults or sources of information are trustworthy - this is also taught in subjects like computing
- 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, students 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 - this is also taught in subjects like computing
- 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 - this is also taught in subjects like computing
- 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** - this is also taught in subjects like computing

4.5 By the end of secondary school, students 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, eg 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, students 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 - this is also taught in subjects like computing

**Intimate and sexual relationships, including sexual health-** this is also taught in subjects like Science

4.7 By the end of secondary school, students 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, eg 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 RSE programmes of study

5.1 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](#) of this policy. It is important to remember that the following PDW curriculum is flexible to meet the needs of our students and the programme of study will change regularly. This is tracked on our curriculum map. Other areas of the RSE programme of study are delivered through academic subjects such as Science, Computing, and Year 7 Wellbeing.

5.2 Year 7:

- Coping with change - divorce and separation.
- Signs of conflict and abuse
- Harassment and stalking
- Developing and understanding of what sexuality and gender mean
- Exploring LGBTQI - what it means, and an emphasis on non-labels
- Different family structures (linking to LGBTQI education)
- Challenging gender stereotypes
- Where to go to get help/advice/support with LGBTQI and/or identity issues
- Physical boundaries

5.3 Year 8:

- What happens during Puberty?
- Periods - myths, taboos and celebrations
- Is there such a thing as 'perfect body'?
- Instagram vs Reality
- What is sexual consent and how do you know if you have it?
- What is Revenge Porn?
- What do we need to know about fertility and reproductive health?
- Exploring relationships, marriage and parenting
- How can you share information safely online?
- What happened to Breck Bednar?

- What is FOMO?

#### 5.4 Year 9:

- Being sensible in Whatsapp/Snapchat groups
- The dangers and immorality of online trolling and cyberbullying
- Why did Women's Aid get involved in Love Island?
- Contraceptives - what they are, how to use them, the positives and negatives of each, and where to get help/advice/treatment
- Sexually Transmitted Infections - what they are, symptoms, how to protect yourself against them, and where to get help/advice/treatment

#### 5.5 Year 10:

- What do coercive, abusive and controlling relationships look like?
- What is the line between flirting and sexual harassment?
- What are nudes, what is sexting and why are they dangerous?
- Uncovering Rape Culture
- How can you establish clear sexual boundaries?
- What is upskirting and why is it illegal?
- What can we do to help challenge language?
- How can we respond to provocation?

#### 5.6 Year 11:

- How does Porn reinforce unrealistic body expectations?
- How does Porn reinforce unrealistic sexual expectations?
- The Instagram Effect
- What are the principles of healthy sexual experiences?
- Can men be raped?

## 6. Health education subject overview

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

### **Mental wellbeing**

6.2 By the end of secondary school, students 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, eg 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** - this is also taught in subjects like computing

6.3 By the end of secondary school, students 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** - this is also taught in subjects like PE

6.4 By the end of secondary school, students 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 - this is also taught in subjects like Science

**Healthy eating** - this is also taught in subjects like Food Technology

6.5 By the end of secondary school, students 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** - this is also taught in subjects like Science

6.6 By the end of secondary school, students 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** - this is also taught in subjects like Science

6.7 By the end of secondary school, students 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
- [This should be taught to students in the later years secondary school, eg at KS4] 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**

6.8 By the end of secondary school, students will know:

- Basic treatments for common injuries
- [CPR is best taught from Year 8 onwards] Life-saving skills, including how to administer CPR
- The purpose of defibrillators and when one might be needed.

**Changing adolescent body** - this is also taught in subjects like Science

6.9 By the end of secondary school, students 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.

## 7 Health education programmes of study

7.1 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 6](#) of this policy. It is important to remember that the following PDW curriculum is flexible to meet the needs of our students. Other parents of the Health education programme of study are delivered through academic subjects such as Science and DT.

7.2 Year 7:

- How can we be resilient?
- What are the signs of conflict and abuse and how can we help?
- Who was Oscar Wilde and what happened to him?
- AIDS - why were so many men left to die alone and in shame?
- How are women treated differently in the world today?

- Aside from keeping fit, what are the benefits of exercise?
- Safety during the Summer Holidays

### 7.3 Year 8:

- How can you be your best, most healthy self?
- How can you help someone with allergies?
- What happens during Puberty?
- How can you help someone with First Aid?
- Periods - myths, taboos and celebrations
- Is there such a thing as a 'perfect body'?
- What is 'Instagram vs Reality'?
- How can we identify eating disorders?
- Who is to blame for an 'epidemic of negative body image' in the UK?
- What do we need to know about fertility and reproductive health?
- What choices do you have with an unplanned pregnancy and how do your lifestyle choices impact this?
- How can you share information safely online?
- What happened to Breck Bednar and how can we spot the red flags?
- How can we recognise bias and fake news?
- Depictions of men and women in the Media
- What does it mean to 'go viral' and what is the impact of this?
- What is FOMO?
- What are Echo chambers?
- Is smoking really that bad and is vaping ok?
- Why are 85% of people in the UK addicted to a drug and how is it harming them?
- Drugs case study: Cannabis and alcohol
- Class A/B Drugs - why are they so dangerous?
- What are the influences of drugs and alcohol on decision making?

- What are Cannabis Edibles and why are they so dangerous?

#### 7.4 Year 9:

- How can we be sensible online?
- What impact does cyberbullying have?
- What different types of contraceptives are there?
- What different types of STIs are there?
- How can we keep vulvas and vaginas healthy?
- Knowing your body - Penile Health
- How does the Media impact our view of Relationships?

#### 7.5 Year 10:

- How can you establish clear sexual boundaries?

#### 7.6 Year 11:

- How does Porn reinforce unrealistic body expectations?
- What are the principles of a healthy sexual experience?
- How does Porn encourage unrealistic expectations and experiences?
- Resilience and Exam Pressure
- Bloom Programme - Friendships, bullying and conflict
- Things that are in and out of your sphere of control
- Bloom Programme - Managing studies
- Bloom Programme - Social Pressures
- Safety at Festivals e.g. Reading Festival, drugs testing etc

## 8 Delivery of the curriculum

8.1 The majority of the RSE and health education curriculum will be delivered through the PDW curriculum. PDW is delivered through a rolling timetable, once a week, by form tutors. Please see the PDW Curriculum Map:

<https://docs.google.com/document/d/1kgprW0tjgRPZFuxFZLVKVFzTzwYNBrfErvG5Y2RqxKw/edit>

8.2 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 students clearly, in a carefully sequenced way, within a planned scheme of work
- Teaching includes sufficient and well-chosen opportunities and contexts for students to embed new knowledge so that it can be used confidently in real-life situations.

- 8.3 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.
- 8.4 The RSE and health education curriculum will be delivered by appropriately trained members of staff. RSE and Health Education is now part of the Teacher Standards, which all teachers should adhere to, and is now taught as a statutory part of Initial Teacher Training.
- 8.5 The curriculum will proactively address issues in a timely way in line with current evidence on students' physical, emotional and sexual development and will be flexible to our student's needs.
- 8.6 RSE and health education will be delivered in a non-judgemental, age-appropriate, factual and inclusive way that allows students to ask questions in a safe environment.
- 8.7 Teaching of the curriculum reflects requirements set out in law, particularly in the Equality Act 2010, so that students understand what the law does and does not allow, and the wider legal implications of the decisions they make.
- 8.8 The school will integrate LGBTQI+ content into the RSE curriculum – this content will be taught as part of the overall curriculum, rather than a standalone topic or lesson, and will be included in lessons. LGBTQI+ content will be approached in a sensitive, age-appropriate and factual way that allows students to explore gender identity and the features of stable and healthy same-sex relationships.
- 8.9 All teaching and resources are created/assessed by the RSE and health education (PDW) subject leader to ensure they are appropriate for the age and maturity of students, are sensitive to their religious backgrounds and meet the needs of any SEND, if applicable.
- 8.10 Inappropriate images, videos, etc. will not be used, and resources will be selected with sensitivity given to the age and cultural background of students.
- 8.11 Students 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.
- 8.12 Teachers will ensure that students' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively and honestly.
- 8.13 Teachers will ensure lesson plans focus on challenging perceived views of students based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.
- 8.14 In teaching the curriculum, teachers will be aware that students 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.

- 8.15 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.
- 8.16 The procedures for assessing student progress are outlined in Section 15 of this policy.

## **9 Curriculum links**

- 9.1 The school seeks opportunities to draw links between RSE and health education and other curriculum subjects wherever possible to enhance students' learning.
- 9.2 RSE and health education will be linked to the following subjects:
- made and upheld and how to make sensible decisions. Students also learn about respect and difference, values and characteristics of individuals
  - Science – students are taught about parts of the body and changes to the human body as it grows, including puberty
  - Design Technology (DT) - Food Tech - students are taught what constitutes a balanced diet and the importance of eating healthily
  - ICT and computing – students are taught about how they can keep themselves safe online and the different risks that they may face online as they get older.
  - Year 7 has 1 period per week of 'Wellbeing', which focuses on mental health and the relationships between others, as well as online wellbeing.
- 9.3 The school is proud to have regular off-timetable Activity Days. RSE and health education is often delivered during these. For example, Year 9 take part in a Wellbeing Day, which covers topics such as consent and the importance of sleep.
- 9.4 This statutory content is also delivered through National recognition days, such as Anti-Bullying Week, Safer Internet Day.

## **10 Working with parents**

- 10.1 The school understands that parents' role in the development of their children's understanding about relationships and health is vital.
- 10.2 The school will work with parents when planning and delivering the content of the school's RSE and health education curriculum, and the curriculum will be planned in conjunction with parents' views.
- 10.3 When in consultation with parents, the school will provide:

- An overview of the curriculum content, including what will be taught and when. This information will be shared in the weekly e-bulletin
- Information about parents' right to withdraw their child from non-statutory elements of RSE and health education.

10.4 Parents will be provided with opportunities to understand and ask questions about the school's approach to RSE and health education.

10.5 The school understands that the teaching of some aspects of the curriculum may be of concern to parents.

10.6 Topics are communicated weekly to parents via the E-Bulletin. If parents have concerns regarding RSE and health education, they may submit these via email to Ms Price, Associate Headteacher ([vprice@greycourt.org.uk](mailto:vprice@greycourt.org.uk)) and Ms James, Associate Assistant Headteacher, ([hjames@greycourt.org.uk](mailto:hjames@greycourt.org.uk)) who will discuss this with you and your child's teacher.

## **11 Working with external agencies**

11.1 Working with external agencies can enhance our delivery of RSE and health education, and brings in specialist knowledge and different ways of engaging students.

11.2 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. A good example of this is utilising the local NHS School Nurses to deliver lessons on contraception.

11.3 The school will check the visitor/visiting organisation's credentials of all external agencies.

11.4 The school will ensure the teaching delivered by the external experts fits with the planned curriculum and provisions of this policy.

11.5 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 students.

11.6 The school will request copies of the materials and lesson plans the visitor will use, to ensure it meets the full range of students' needs.

11.7 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.

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

## **12 Withdrawal from lessons**

- 12.1 Parents have the right to request that their child is withdrawn from some elements sex education delivered as part of statutory RSE.
- 12.2 Parents do not have a right to withdraw their child from the relationships or health elements of the programmes.
- 12.3 Requests to withdraw a child from sex education will be made in writing to the Mr Rhodes (Headteacher), Ms Price (Associate Headteacher) and Ms James (Associate Assistant Headteacher) 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 a trainee teacher.
- 12.4 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.
- 12.5 The headteacher will inform parents of the benefits of their child receiving RSE and any detrimental effects that withdrawal might have.
- 12.6 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.
- 12.7 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.
- 12.8 Students who are withdrawn from RSE will receive appropriate, purposeful education during the full period of withdrawal.
- 12.9 For requests concerning the withdrawal of a student with SEND, the headteacher may take the students' specific needs into account when making their decision.

### **13 Equality and accessibility**

- 13.1 The school will comply with the relevant requirements of the Equality Act 2010 and will ensure the curriculum does not discriminate against students because of their:
- Age
  - Sex
  - Race
  - Disability
  - Religion or belief

- Gender reassignment
  - Pregnancy or maternity
  - Marriage or civil partnership
  - Sexual orientation.
- 13.2 The school will consider the backgrounds, gender, age range and needs of its students and determine whether it is necessary to put in place additional support for students with the above protected characteristics.
- 13.3 The school understands that students with SEND are entitled to learn about RSE and health education, and the curriculum will be designed to be inclusive of all students.
- 13.4 The school is aware that some students 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 students with SEND.
- 13.5 Where there is a need to tailor content and teaching to meet the needs of students at different developmental stages, the school will ensure the teaching remains sensitive, age-appropriate, developmentally appropriate and is delivered with reference to the law.
- 13.6 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 students based on their gender or any other characteristic.
- 13.7 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.
- 13.8 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 Harmful Sexual Behaviour Policy.

## **14 Safeguarding and confidentiality**

- 14.1 All students will be taught about keeping themselves safe, including online, as part of a broad and balanced curriculum.
- 14.2 To meet DfE best practice advice, the DSL will be involved in the formulation of safeguarding-related areas of the curriculum, as the knowledge and resources may help to address safeguarding issues more appropriately and effectively.

- 14.3 Confidentiality within the classroom is an important component of RSE and health education, and teachers are expected to respect the confidentiality of their students as far as is possible, in compliance with the school's Student Confidentiality Policy.
- 14.4 Teachers will, however, understand that some aspects of RSE may lead to a student raising a safeguarding concern, e.g. disclosing that they are being abused, and that if a disclosure is made, the DSL will be alerted immediately.
- 14.5 Students 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.

## **15 Assessment**

- 15.1 The school has the same high expectations of the quality of students' work in RSE and health education as for other curriculum areas.
- 15.2 Lessons are planned to provide suitable challenge to students of all abilities.
- 15.3 Teaching will be assessed using Grey Court's Performance Management criteria and in-class assessments are used to identify where students need extra support or intervention.
- 15.4 There are no formal examinations for RSE and health education; however, to assess student outcomes, the school will capture progress in the following ways:
- End of half-term reflections
  - Written and oral answers/debate
  - Self-evaluations.

## **16 Staff training**

- 16.1 Training will be provided by the RSE and health education (PDW) subject 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.

## **17 Monitoring quality**

- 17.1 The RSE and health education (PDW) subject leader is responsible for monitoring the quality of teaching and learning for the subject.
- 17.2 The RSE and health education (PDW) subject leader 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
- End of half-term reflections
- Written and oral answers/debate.

## 18 Monitoring and review

- 18.1 This policy will be reviewed by the headteacher in conjunction with the RSE and health education (PDW) subject leader on an annual basis.
- 18.2 Any changes needed to the policy, including changes to the programmes, will be implemented by the headteacher.
- 18.3 Any changes to the policy will be clearly communicated to all members of staff and, where necessary, parents and students, involved in the RSE and health education curriculum.
- 18.4 The next scheduled review date for this policy at the start of this document.

## 19 LINKED POLICIES AND DOCUMENTS

19.1 This policy is to be read in conjunction with the following linked policies and documents:

- Anti-Bullying policy
- Drug Education policy
- Equalities policy
- Grey Court Model of Safeguarding
- Mental Health and Wellbeing policy
- Online Safety policy
- Relationships policy
- Safeguarding and Child Protection Policy

19.2 Department for Education documents linked to this policy are below:

- Sexual Violence and Sexual Harassment between children in schools and colleges  
<https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>
- Sharing nudes and semi-nudes: advice for education settings working with children and young people:  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/947545/UKCIS\\_sharing\\_nudes\\_and\\_semi\\_nudes\\_advice\\_for\\_education\\_settings\\_V2.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/947545/UKCIS_sharing_nudes_and_semi_nudes_advice_for_education_settings_V2.pdf)