

# Academy @ Worden



## RSE and Health Education Policy

**2025- 26**

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## Statement of intent

At Academy @ Worden, we believe that high-quality Relationships, Sex, and Health Education (RSHE) is fundamental to preparing pupils for life in a diverse, dynamic, and digitally connected world. Our curriculum is designed not only to meet statutory requirements, but to reflect our deep commitment to fostering kindness, integrity, respect, and personal responsibility in every learner.

We recognise that RSHE is more than a set of lessons—it is a vital part of our whole-school approach to wellbeing, safeguarding, and character development. Through carefully sequenced, age-appropriate teaching, we aim to equip pupils with the knowledge, skills, and values they need to navigate relationships with empathy and confidence, make informed decisions about their health and wellbeing, and critically engage with the world around them.

Our curriculum reflects the evolving landscape of young people's lives, including the influence of social media, artificial intelligence, and online culture. Pupils are supported to understand consent in both physical and digital contexts, challenge harmful stereotypes, and explore ethical decision-making in relationships. We are committed to delivering inclusive education that celebrates diversity and promotes equality, ensuring that all pupils—regardless of background, identity, or ability—feel seen, respected, and safe.

We work in partnership with parents, carers, and external agencies to ensure our RSHE provision is transparent, responsive, and rooted in the needs of our community. We value pupil voice and encourage open dialogue, creating safe spaces for discussion, reflection, and growth.

This policy outlines how RSHE will be delivered at Worden: through a curriculum that is evidence-informed, values-led, and designed to empower pupils to thrive—emotionally, socially, and morally—as they prepare for the opportunities and responsibilities of adult life.

## Rationale

*'Effective sex and relationships education is essential if young people are to make responsible and well-informed decisions about their lives. It should not be delivered in isolation. It should be firmly rooted within the framework for Personal, Social, Health and Economic Education (PSHEE)..... which lies at the heart of our policy to raise standards and expectations for all pupils.' (DfE 0116/2000)*

Academy@Worden is a caring community where the whole child is nurtured and students are prepared for life beyond school. A very strong emphasis is placed on pastoral care and the social, moral, spiritual and cultural development of all students. Sex and relationships education is taught within this context. It is about understanding the importance of family life, as well as other stable and loving relationships, based on respect, love and care. It is also about the teaching of sex, sexuality and sexual health. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. Through sex and relationships education, students will understand the risk associated with certain behaviours and will be better placed to make decisions regarding their own sexual health and relationships.

Sex and relationships education, set within the framework of PHSE, science and the R.E curriculum, will develop students' understanding of the physical aspects of reproduction as well as feelings, relationships and values. It will help young people to respect themselves and others and will foster self-esteem, self-awareness, a sense of moral responsibility and the confidence and ability to resist abuse and unwanted sexual experience.

Sex and relationships education is delivered within the context of the school's values framework. The school recognises that sex and relationships education is for all students in the school and will be delivered appropriately, taking into account gender, religion, sexual orientation, special educational needs, age and academic ability.

## **Legal framework**

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

Equality Act 2010

DfE (2022) '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

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

Behavioural Policy

Inclusion Policy

SEND Policy

E-safety Policy

Accessibility Policy

Anti-Bullying Policy

Child Protection and Safeguarding Policy

Harmful Sexual Behaviour Policy

Pupil Confidentiality Policy

Social, Emotional and Mental Health (SEMH) Policy

Records Management Policy

Acceptable Terms of Use Agreement

## **Roles and responsibilities**

The governing board 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.

The headteacher 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.

The RSE and health education 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 complements, 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 headteacher.

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.

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 pupils with SEND.
- Liaising with the RSE and health education subject leader 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 RSE and health education subject leader 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 DSL.
- 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.

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.

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

- All schools providing secondary education are required to deliver statutory RSE and all state-funded schools are required to deliver health education.
- 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.
- 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.
- The RSE and health education curriculum will be developed in consultation with teachers, pupils and parents, and in accordance with DfE recommendations.

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

- Questionnaires
- Meetings
- Letters

- Training sessions

[Please note: Schools are free to determine whether RSE and health education will be delivered as part of their PSHE curriculum, as a joint subject, or as standalone subjects.]

- The majority of the RSE and health education curriculum will be delivered through PSHE education, with statutory elements taught via the science curriculum.
- The RSE and health education subject 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.
- The curriculum has been developed in line with the DfE's 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' guidance.
- 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.
- The school will consider the religious background of all pupils when planning teaching, to ensure all topics included are appropriately handled.
- 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.

## **RSE subject overview**

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

### 1. Families

By the end of secondary school, pupils will know:

- 1.1 That there are different types of committed, stable relationships.
- 1.2. How these relationships might contribute to human happiness and their importance for bringing up children.
- 1.3 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.
- 1.4 Why marriage is an important relationship choice for many couples and why it must be freely entered into.
- 1.5 The characteristics and legal status of other types of long-term relationships.

1.6 The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting.

Pupils will also know how to:

1.7 Determine whether other children, adults or sources of information are trustworthy.

1.8 Judge when a family, friend, intimate or other relationship is unsafe, and recognise this in others' relationships.

1.9 How to seek help or advice if needed, including reporting concerns about others.

## 2. Respectful relationships, including friendships

By the end of secondary school, pupils will know:

2.1 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.

2.2a Practical steps they can take in a range of different contexts to improve or support respectful relationships.

2.2b Conflict resolution skills will be taught, emphasising peaceful reconciliation, resilience, and safe decision-making.

2.3 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.

2.4 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.

2.5 About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to seek help.

2.6 The types of behaviour in relationships that can be criminal, including violent behaviour and coercive control.

2.7 What constitutes sexual harassment and violence and why these are always unacceptable.

2.8 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.

## 2.10 Inclusivity & Intersectionality

2.10 The curriculum will adopt an intersectional approach, recognising how overlapping identities—such as race, gender, sexuality, and disability—impact pupils' experiences and wellbeing.

2.11 Resources and teaching will reflect diverse lived experiences, ensuring all pupils feel seen, respected, and valued.

### 3. Online and media

By the end of secondary school, pupils will know:

3.1 Their rights, responsibilities and opportunities online, and that the same expectations of behaviour apply in all contexts.

3.2 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.

3.3 Not to provide material to others that they would not want shared further and not to share personal material which they receive.

3.4 Correct anatomical terms for all body parts, including genitalia, will be reinforced at **KS3 and KS4** to support safeguarding, medical literacy, and respectful communication.

3.5 What to do and where to get support to report material or manage issues online.

3.6 The impact of viewing harmful content.

3.7 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.

3.8 That sharing and viewing indecent images of children is a criminal offence which carries severe penalties, including jail.

3.9 How information and data is generated, collected, shared and used online.

3.10 The curriculum will include critical engagement with digital content, equipping pupils to identify misinformation, deepfakes, and online manipulation, including emerging risks such as incel ideology and online misogyny.

3.11 The curriculum will explicitly address **misogyny, incel ideology, and other harmful online subcultures**, equipping pupils to critically challenge these narratives.

3.12 Pupils will explore how such ideologies can distort relationships, perpetuate abuse, and undermine equality.

3.13 Pupils will be taught to navigate digital spaces safely and ethically, with a focus on data privacy, AI-generated content, and responsible online behaviour.

3.14 Building on existing digital consent and media literacy, pupils will examine **algorithmic bias** and how AI shapes perceptions of identity, relationships, and society.

3.15 Teaching will emphasise **critical evaluation of AI-generated content**, helping pupils to recognise manipulation and maintain digital resilience.

3.16 Pupils will explore how boundaries apply to online communication, image sharing, and social media interactions. Lessons will emphasise the long-term implications of sharing personal content, the importance of respecting others' digital privacy, and strategies for withdrawing consent online. This approach ensures pupils are equipped to navigate relationships ethically and safely in both physical and digital spaces.

#### **4. Being safe**

By the end of secondary school, pupils will know:

4.1 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.

4.2 How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn – this includes online.

4.3 Intimate and sexual relationships, including sexual health

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

4.5 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.

4.6 relationships, positively and negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.

4.7 The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for both men and women.

4.8 The range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.

4.9 That they have a choice to delay sex or enjoy intimacy without sex.

4.10 The facts about the full range of contraceptive choices, their effectiveness and options available.

- 4.11 The facts around pregnancy including miscarriage.
- 4.12 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.
- 4.13 How the different sexually transmitted infections (STIs) are transmitted, how risk can be reduced through safer sex and the importance of facts about testing.
- 4.14 About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.
- 4.14 How the use of alcohol and drugs can lead to risky sexual behaviour.
- 4.15 How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.
- 4.16- Teaching will promote ethical decision-making in relationships, encouraging pupils to reflect on values such as respect, autonomy, and mutual care.
- 4.17 - Consent education will be expanded to include digital contexts, helping pupils understand boundaries in online communication and the implications of sharing personal content.
- 4.18 Pupils will be taught practical strategies for managing disagreements, reconciliation, and ending relationships respectfully. This will reinforce the values of kindness, integrity, and respect across both physical and digital contexts

## **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 5 of this policy.

## **6. Health education subject overview**

- 6.1 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.
- 6.2 The RSE and Health Education curriculum will explicitly address menstrual and gynaecological health, ensuring pupils develop accurate knowledge of conditions such as endometriosis, polycystic ovary syndrome (PCOS), and the menopause.
- 6.3 Teaching will emphasise the importance of recognising symptoms, seeking timely medical advice, and understanding the impact these conditions can have on physical and emotional wellbeing. By normalising open discussion of menstrual and reproductive health, the school aims to reduce stigma, promote self-advocacy, and empower pupils to access appropriate healthcare when needed.

## **7. Mental wellbeing**

By the end of secondary school, pupils will know:

- 7.1 How to talk about their emotions accurately and sensitively, using appropriate vocabulary.
- 7.2 That happiness is linked to being connected to others.
- 7.3 How to recognise the early signs of mental wellbeing concerns.
- 7.4 Common types of mental ill health, e.g. anxiety and depression.
- 7.5 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.
- 7.6 The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness

#### Online and Social Media

- 7.7 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,
- 7.8 How information is targeted at them and how to be a discerning consumer of information online.
- 7.9 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.
- 7.10 The impact of Artificial Intelligence and its consequences.

7.11 Pupils will explore the influence of artificial intelligence on identity, relationships, and media, developing the skills to critically evaluate AI-generated content.

7.12 The curriculum will foster digital literacy by examining how algorithms shape online experiences and perceptions of self and others

#### 8. The benefits of Physical health and fitness

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

#### 9. Healthy eating

By the end of secondary school, pupils will know:

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

## 10. Drugs, alcohol and tobacco and personal Safety and Risk awareness

By the end of secondary school, pupils will know:

10.1 The facts about legal and illegal drugs and their associated risks, including the link between drug use and serious mental health conditions.

10.2 The law relating to the supply and possession of illegal substances.

10.3 The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.

10.3 The physical and psychological consequences of addition, including alcohol dependency.

10.4 Awareness of the dangers of drugs which are prescribed but still present serious health risks.

10.5 The facts about the harms from smoking tobacco, the benefits of quitting and how to access the support to do so.

10.6 Lessons will include awareness of **knife crime**, strategies for avoidance, and guidance on seeking help

10.7 Pupils will receive explicit teaching on **fire safety, road and rail safety, and water safety**, alongside existing first aid and CPR provision.

## 11. Health and prevention

By the end of secondary school, pupils will know:

11.1 About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.

11.2 About dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.

11.3 The benefits of regular self-examination and screening at KS4.

11.4 The facts and science relating to immunisation and vaccination.

11.5 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

11.6 The curriculum will support pupils in developing the skills to access healthcare services effectively. This includes understanding how to make appointments, communicate concerns to health professionals, and navigate local and national health services.

11.7 Pupils will be encouraged to take responsibility for their own health, recognising when to seek support and how to advocate for themselves in medical settings. Teaching will highlight the importance of confidentiality, patient rights, and the role of trusted adults in supporting young people to access appropriate care.

11.8 Basic treatments for common injuries.

11.9 Life-saving skills, including how to administer CPR.

11.12 The purpose of defibrillators and when one might be needed.

11.3 In line with updated statutory guidance, pupils will be taught practical strategies to keep themselves safe in a variety of contexts. This includes fire safety, road and rail safety, water safety, and awareness of knife crime.

11.4 Lessons will focus on equipping pupils with the confidence to make safe decisions, recognise potential risks, and know how to seek help in emergencies. By embedding personal safety education within the wider RSHE curriculum, the school ensures pupils are prepared to navigate both everyday situations and more complex challenges with resilience and responsibility.

11.5 Changing adolescent body

11.6 Key facts about puberty, the changing adolescent body and menstrual wellbeing.

11.7 The main changes which take place in males and females, and the implications for emotional and physical health.

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

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 7](#) of this policy.

## **13 Delivery of the curriculum**

- The majority of the RSE and health education curriculum will be delivered through the PSHE curriculum.
- 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.
- 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.
- The RSE and health education curriculum will be delivered by appropriately trained members of staff.
- The curriculum will proactively address issues in a timely way in line with current evidence on pupil's physical, emotional and sexual development.
- 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.
- 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.
- 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, and will be included in lessons in KS3 and repeated in the drop-down days at KS4. LGBTQ+ content will be approached in a sensitive, age-appropriate and factual way that allows pupils to explore gender identity and the features of stable and healthy same-sex relationships.
- All teaching and resources are assessed by the RSE and health education subject 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.
- 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.
- Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning.
- Inappropriate images, videos, etc. will not be used, and resources will be selected with sensitivity given to the age and cultural background of pupils.
- 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.
- Teachers will establish what is appropriate for one-to-one and whole-class settings, and alter their teaching of the programmes accordingly.

- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- The procedures for assessing pupil progress are outlined in section 16 of this policy.

### **Curriculum links**

- **The school seeks opportunities to draw links between RSE and health education and other curriculum subjects wherever possible to enhance pupils' learning.**
- **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.

### **Working with parents**

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

The school will work closely with parents when planning and delivering the content of the school's RSE and health education curriculum.

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.

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

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

If parents have concerns regarding RSE and health education, they may submit these via Synergy, or contact the school office to arrange a meeting with the headteacher on 01772 421021.

Parents will be regularly consulted on the curriculum content, through synergy messages, via the newsletter and school website, and the curriculum will be planned in conjunction with parents' views.

- The school will maintain transparent communication with parents, offering regular opportunities to review curriculum content and contribute to its development.
- Curriculum maps and resource samples will be made available to parents to foster trust and shared understanding of the school's approach to RSE and health education.

## **Working with external agencies**

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

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.

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

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

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.

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.

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.

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

- **Withdrawal from lessons**

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

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

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

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.

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

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.

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.

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

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

## **Equality and accessibility**

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

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.

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.

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.

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.

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.

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.

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 Behaviour Policy.

## **Safeguarding and confidentiality**

All pupils will be taught about keeping themselves safe, including online, as part of a broad and balanced curriculum.

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.

When teaching issues that are particularly sensitive for pupils of all ages, e.g. self-harm or suicide, teachers will be made aware of the risks of inadvertently encouraging, or providing instructions to, pupils. Teaching of these subjects will always prioritise preventing self-harm or suicide as a central goal.

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, in compliance with the school's Pupil Confidentiality Policy.

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 DSL will be alerted immediately.

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.

## **Assessment**

The school has the same high expectations of the quality of pupils' work in RSE and health education as for other curriculum areas.

Lessons are planned to provide suitable challenge to pupils of all abilities.

Teaching will be assessed and assessments are used to identify where pupils need extra support or intervention.

There are no formal examinations for RSE and health education; however, to assess pupil outcomes, the school will capture progress in the following ways:

### **Tests**

- Written assignments
- Self-evaluations

## **Staff training**

Training will be provided by the RSE and health education 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.

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.

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.

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.

### **Monitoring quality**

The RSE and health education subject leader is responsible for monitoring the quality of teaching and learning for the subject.

The RSE and health education 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
- Work scrutiny
- Lesson planning scrutiny

The RSE and health education subject leader will create annual subject reports for the headteacher and governing board to report on the quality of the subjects.

The RSE and health education subject leader will work regularly and consistently with the headteacher and RSE link governor, e.g. through monthly review meetings, to evaluate the effectiveness of the subjects and implement any changes.

### **Monitoring and review**

This policy will be reviewed by the headteacher in conjunction with the RSE and health education subject leader on an annual basis.

Any changes needed to the policy, including changes to the programmes, will be implemented by the headteacher.

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.

The next scheduled review date for this policy is January 2027

- **Abbreviations**

CIAG – Careers, information, advice and guidance

DFE – Department for Education

EHC – Educational, health and care

FE- Further education

LA – Local authority

LAC – Looked after children

LIFE – Learning, identity, future and employment

PSHEE – Personal, social, health and economic education.

RSE – Relationships education, relationships and sex education and health education

SENCO – Special educational needs coordinator

SEND – Special educational needs and disabilities

STEM - Science, technology, engineering and mathematics.

