



**Alderman White School**

A member of The White Hills Park Trust

# **Relationships, Sex and Health Education (RSHE) Policy**

<b>Statutory or non-statutory</b>	<b>Statutory</b>
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## 1. Aims

RSE and Health Education are taught within our school ethos and values. Alderman White is a “community of opportunity for all”. The delivery of high quality RSE and Health Education is an important part of our provision for students.

Our school is a community. We teach our students that they have rights and responsibilities, and that their actions affect others within our community. RSE and Health Education is taught in the context of what it means to be a positive member of a community, including within a family. Our sense of community is based around our INSPIRE values including integrity, nurture, perseverance, responsibility and engagement. Every member of our school community is encouraged to embrace these values and to demonstrate them through their attitude and conduct both within school and in the wider community. These values run through our RSE and Health Education provision. Our expectations and rules enable us to demonstrate these values in the way we conduct ourselves. Politeness and respect for others are key to this. In RSE, students learn about the legal framework and potential consequences in relation to the choices they might make.

Our curriculum is ambitious and designed to give all students the essential knowledge and cultural capital they need to be educated citizens, including in RSE and Health Education. Our curriculum is based on the requirements of the Department of Education statutory guidance for RSE and Health Education for secondary schools.

We are an inclusive school that actively welcomes people with diverse identities. We take our responsibilities to eliminate discrimination, advance equality of opportunity and foster excellent relations between people with different identities within the framework of the Equality Act 2010 seriously. We provide opportunities for everyone to understand the perspective of others and to celebrate our diversity as a community, as well as understanding our British Values, including through our RSE and Health Education programme.

Our aims:

- To give our students knowledge that will enable them to make informed decisions about their wellbeing, health and relationships.
- To support students to believe that they can achieve goals, both academic and personal; to stick to tasks that will help them achieve those goals, even when the reward may be distant or uncertain; and to recover from knocks and challenging periods in their lives.
- To support students to develop personal attributes including kindness, integrity, generosity, and honesty.
- To enable students to develop the capacity to make sound decisions when facing risks, challenges and complex contexts.
- To support young people to develop resilience, to know how and when to ask for help, and to know where to access support.
- To help prepare students for the opportunities, responsibilities and experiences of adult life, and to become successful and happy adults who make a meaningful contribution to society.
- To ensure that students are prepared for the increasingly complex world we live in, equipping them with the necessary skills to manage the exciting opportunities, challenges and risks they may face, both on and offline.
- To ensure that students receive accurate and factual information, know where to find accurate information, and can identify disinformation and misinformation.
- To enable our students to understand how to be safe and healthy, and how to manage their academic, personal, and social lives in a positive way.

- To ensure that all subject content is age and developmentally appropriate, and taught sensitively and inclusively, with respect to the backgrounds and beliefs of students and parents while always with the aim of providing students with the knowledge they need.
- To build on the Relationships and Health Education taught at primary school, and develop further pupils' understanding of health, with an increased focus on risk areas such as drugs and alcohol, as well as introducing knowledge about intimate relationships and sex
- To recognise the role of parents in educating their child about RSE and health education, and to complement and build on what students learn at home within the framework of our statutory responsibilities

Our Relationships Education, RSE and Health Education Curriculum considers students' age, developmental stage, and prior understanding. We aim to teach sensitively and inclusively, taking into consideration the background and beliefs of students, always providing students with an understanding of the law and legal implications of their actions.

Relationships Education, RSE and Health Education Curriculum will sit within the context of the school's broader ethos and approach to developing students socially, morally, spiritually, and culturally, as well as the pastoral care system.

## 2. Statutory Requirements

The Relationships Education, Relationships and Sex Education (RSE) and Health Education (England) Regulations 2019 made under sections 34 and 35 of the Children and Social Work Act 2017, makes RSE statutory for all students receiving secondary education.

In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

[Relationships and sex education \(RSE\) and health education - GOV.UK](#)

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities.

We will review this policy every 2 years in line with statutory requirements to ensure that it is in line with current Government guidance and legislation and to ensure that our RSE programme continues to meet the needs of our students.

## 3. Links with other Policies

This policy should be read in conjunction with the following School/Trust policies, which can be found on our school website:

- Safeguarding Policy
- Anti-Bullying Policy
- E-Safety Policy
- Equality and Diversity Policy

Paper copies will be made available on request from the school office.

#### **4. Policy Review**

This policy is reviewed in line with national guidance and in consultation with staff, students, and parents. The consultation and policy development process involves the following steps:

1. Review – relevant information including national and local guidance.
2. Staff consultation – all school staff have been given the opportunity to look at the policy and make recommendations.
3. Parent/stakeholder consultation – parents and interested parties have been invited to submit feedback about the proposed policy.
4. Student consultation – students will be invited to submit views on what they want from their RSE.
5. Ratification – once amendments are made; the policy will be shared with governors for ratification.

#### **5. Definitions**

Relationship Education gives young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage, civil partnership, or other type of committed relationship. It should teach what is acceptable and unacceptable behaviour in relationships. This will help students understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.

Sex education is about ensuring that young people know what sex is, know what their rights and responsibilities are within an intimate relationship, and are able to make appropriate choices in relation to sex. Sex education will include learning about conception and pregnancy, the law in relation to consent and sexual activity, contraception and safe sex, sexual health including sexually transmitted infections (STIs), developing intimate relationships and resisting pressure to have sex (and not applying pressure). Sex education is not about the promotion of sexual activity and will be taught in a way that recognises different views and attitudes, for example to sex outside of marriage.

Health Education covers physical and mental health and wellbeing, including how to promote good health and wellbeing, how to identify a problem or issue and how to address this to seek advice or support. It includes physical health and fitness, health eating, puberty, personal hygiene, the science and facts relating to vaccinations, first aid, as well as the facts, risks and law associated with smoking, vaping, alcohol and illegal drugs, including addiction. With regard to mental health, it includes how to support wellbeing, recognise when and know how to seek support, and common types of mental ill-health, as well as healthy and unhealthy online behaviours.

RSE and Health Education are taught in an integrated way that recognises the ways in which they are linked.

#### **6. Delivery of RSE and Health Education**

RSE and Health Education is delivered predominantly in Personal Development lessons. All students in Year 7-11 have 2 Personal Development lessons each fortnight. Students in Year 7-9 are taught in tutor groups, and in Year 10-11 students are taught in groups dependent on their Specialism Choices. Students are taught Personal Development usually by their tutor in Year 7 and by a specialist team of teachers from Year 8-11.

Some aspects of RSHE may be delivered by outside providers.

In addition:

- Biological aspects of RSE education are taught within the Science curriculum
- Different views and attitudes to issues such as marriage or use of contraception are included in religious education (RE) lessons.
- Aspects such as online behaviour and safety are covered in Computer Science
- Health and healthy lifestyles are also taught as part of the PE and Food Technology curriculum.
- Other areas of the curriculum also support where appropriate to do so.
- Assemblies and tutor time are also used to deliver and support aspects of RSE and Health Education.

RSE and Health Education will be set in the context of a wider whole-school approach to supporting students to be safe, happy, and prepared for life beyond school. The curriculum will complement and be supported by the School and Trust's wider policies on behaviour, inclusion, respect for equality and diversity, anti-bullying and safeguarding.

Effective teaching will ensure that core knowledge is broken down into units of manageable size and communicated clearly to students, in a carefully sequenced way, within a planned programme of lessons. The Senior Leadership Team will work closely with colleagues in related curriculum areas to ensure RSE and Health Education programmes complement each other.

Content is delivered in a sensitive and open manner. Students' age and background are considered when planning the curriculum. A safe and supportive climate is promoted, with all students' views and opinions being respected, but misconceptions dealt with appropriately. Some issues may be discussed or addressed with in smaller groups or on a one-to-one basis.

RSE and Health Education explores a range of issues that may provoke questions from students. We view questions as a positive sign that students are engaged with what is being taught and feel able to express natural curiosities about themselves, their bodies, and relationships with others. As much as possible, where a question is relevant to the whole class, teachers will answer it to the whole group. There may occasionally be the need to deal with a question on an individual basis if it is not suitable for the entire class. If students ask questions outside the scope of the RSHE curriculum, teachers will respond in an appropriate manner. Questions will always be answered in an age and developmentally appropriate way, considering whether a parent/carer has requested their child to be removed from sex education lessons, and in accordance with our safeguarding procedures. School staff will not answer personal questions about themselves or ask direct personal questions of their students that could make either party vulnerable. An open approach to answering questions prevents students from learning inaccurate or harmful information online or from peers and older students. Discussing issues openly with trained professionals and in a safe environment better protects students from harm and abuse.

## **7. Curriculum**

Our RSHE Curriculum is based on the content outlined in the statutory RSHE guidance.

We develop our curriculum in consultation with parents, students, and staff, considering the age, needs and feelings of students.

Teaching of RSE and Health Education will enable students:

- To distinguish between content and experiences that exemplify healthy relationships and those that are distorted or harmful.
- To understand the benefits of healthy relationships to their mental wellbeing and self-respect and to understand that unhealthy relationships can have a lasting, negative impact on mental wellbeing.
- To be taught the facts and the law about sex, sexuality and sexual health in an age appropriate and inclusive way.
- To recognise when relationships (including family relationships) are unhealthy or abusive (including the unacceptability of neglect, emotional, sexual, and physical abuse and violence including honour-based violence and forced marriage) and strategies to manage this or access support.
- To identify grooming, sexual exploitation and domestic abuse, including coercive and controlling behaviour.
- To recognise the physical and emotional damage caused by female genital mutilation (FGM) and where to find support, understanding that it is a criminal offence to perform or assist in the performance of FGM or fail to protect a person for whom you are responsible from FGM.
- To recognise risks, harmful content and contact and how and when to report issues to keep safe online.
- To, within the law, be well equipped to make decisions about how to live, whilst respecting the right of others to make their own decisions and hold their own beliefs.

We seek to ensure that students have the knowledge, skills, attitudes, and values that will help them to:

- Realise their health (including sexual health), wellbeing and dignity.
- Build self-esteem and self-worth.
- Understand family structures, committed relationships and the legal status of different types of long-term relationships.
- Understand and make sense of the real-life issues they are experiencing in the world around them.
- Manage and explore difficult feelings and emotions.
- Consider how their choices affect their own wellbeing and that of others.
- Develop as informed and responsible citizens.
- Understand and ensure the protection of their rights throughout their lives.

Our Curriculum is planned to consider students' age, developmental stage, and prior understanding. We aim to teach RSE sensitively and inclusively, taking into consideration the background and beliefs of students, always providing students with an understanding of the law and legal implications of their actions.

For further information about our Relationships Education and RSE curriculum, see Appendices 1 and 2.

### **7a. Relationships and Sex Education (RSE):**

The content that is taught is outlined in the DfE [Relationships Education, Relationships and Sex Education and Health Education guidance](#).

We believe that high quality, comprehensive Relationships and Sex Education does not encourage early sexual experimentation but builds young people's confidence and self-esteem and helps them to understand reasons for delaying sexual activity. Evidence demonstrates that effective RSE and Health Education plays a role in behaviour change, including reducing unprotected or unwanted sexual activity and reducing harmful behaviour, including sexual harassment and sexual violence.

By the end of their time at Alderman White School, students will have been provided opportunities to explore:

## **Families:**

- 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.
- The characteristics and legal status of other types of long-term relationships.
- The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.
- 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 to recognise this in others' relationships); and how to seek help or advice, including reporting concerns about others, if needed.

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

- 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 relationship.
- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation, or disability, can cause damage (e.g., how they might normalise non-consensual behaviour or encourage prejudice).
- That in school and in 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 get help.
- That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.
- What constitutes sexual harassment and sexual violence and why these are always unacceptable.
- The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.

## **Online and media:**

- Their rights, responsibilities, and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.
- About online risks, including that any material someone provides to another 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 is sent to them.
- 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 (including those created by children) is a criminal offence which carries severe penalties including jail.
- How information and data is generated, collected, shared, and used online.

#### **Being safe:**

- 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 (in all contexts, including online). Intimate and sexual relationships, including sexual health students should know.

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

- 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 or 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 men and women and menopause.
- That there are a 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 to enjoy intimacy without sex.
- The facts about the full range of contraceptive choices, efficacy, and options available.
- The facts around pregnancy including miscarriage.
- That there are choices in relation to pregnancy (with medically and legally 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), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and 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.

These areas of learning are taught within the context of family life, taking care to ensure inclusivity of different home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

#### **The Law**

Students will be taught what the law says about sex, relationships and young people, as well as broader safeguarding issues. This will help young people to know what is right and wrong in law, and to understand different legal provisions whose purpose is to protect young people, and which ensure young people take responsibility for their actions.

Students will be made aware of the relevant legal provisions when relevant topics are being taught, including for example:

- marriage
- consent, including the age of consent
- violence against women and girls
- online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.)
- pornography
- abortion
- sexuality
- gender identity

## **7b. Health Education**

The content that is taught is outlined in the DfE [Relationships Education, Relationships and Sex Education and Health Education guidance](#).

Students will be taught information that they need to make good decisions about their own health and wellbeing so that they recognise what is normal, when they or others may require further advice or support, and where they can get this.

Self-control and the ability to self-regulate, as well as strategies for doing so will also be explored, enabling students to become confident in their ability to achieve well and persevere even when they encounter setbacks or when their goals are distant and to respond calmly and rationally to setbacks and challenges.

By the end of their time at Alderman White School, students will have been provided opportunities to explore:

### **Mental wellbeing:**

- 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:**

- The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image).
- How people may curate a specific image of their life online, over-reliance on online relationships including social media.
- The risks related to online gambling including the accumulation of debt.
- How advertising 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:**

- 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, including cancer and cardiovascular ill health.
- About the science relating to blood, organ, and stem cell donation.

#### **Healthy eating:**

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

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

- The facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to 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 (particularly the link to lung cancer), the benefits of quitting and how to access support to do so. Health and prevention students should know.

#### **Health and prevention:**

- 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 (late secondary).
- 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:**

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

#### **Changing adolescent body:**

- 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.

## 8. An Inclusive Curriculum

We are committed to ensuring a safe, supportive, and inclusive learning environment for the delivery of RSE and Health Education and delivering RSE and Health Education in a way that is relevant and makes every student feel valued and included.

RSE and Health Education will be taught in a way that is accessible for all students. The school is mindful of the preparing for adulthood outcomes as set out in the SEND code of practice. Where appropriate, content or delivery will be tailored to meet the specific needs of students.

RSE and Health Education will be delivered in a way that is compliant with the Equality Act and our Public Sector Equality Duty. Our curriculum will support students to identify and challenge discrimination, harassment and victimisation, support equality of opportunity and help foster good relations between people who share and people who do not share a protected characteristic.

By addressing issues such as gender stereotypes, sexism, misogyny, and homophobia we will help to create a culture where they are not tolerated, and any occurrences are identified and tackled.

We will ensure that all teaching is sensitive and age appropriate in approach and content and consider the religions and beliefs of students.

## 9. Resources

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Support students in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our students
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to students' experiences and won't provoke distress
- Are in line with the statutory DfE RSE and Health Education guidance.

The main sources that we use when developing new lesson plans or resources for RSE and Health Education as part of our Personal Development lessons are:

- [PSHE Association | Charity and membership body for PSHE education](#)
- [Unifrog - The universal destinations platform.\\*](#)
- BBC [Secondary PSHE teaching resources](#)
- [Info and advice | Childline\\*](#)
- [Health For Teens | Everything you wanted to know about health\\*](#)

\* These are resources that students may be encouraged to refer to or access independently. Parents can access these websites at home and will be given details of how to log on to the Unifrog website. However, at times specific resources will be taken from other sources in line with the guidance above.

## 10. Working with External Agencies

Where appropriate we will work with appropriate external partners to enhance the delivery of RSE and Health Education through specialist knowledge.

Where external agencies are used, the school remains responsible for what is said to students. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. We will only work with external agencies or individuals where we have full confidence in the agency, its approach and the resources it uses.

Where using an external agency, we will:

- Check the credentials of the visiting organisation and any visitors linked to the organisation.
- Know the named individuals who will be there, and follow our usual safeguarding procedures for visitors
- Conduct a basic online search and address anything that may be of concern
- Review any case study materials and look for feedback from other people the agency has worked with
- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is in line with our policy and statutory guidance
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Be clear on what they're going to say and their position on the issues to be discussed
- Ensure that the content delivered is age-appropriate and accessible for all students
- Ensure that the teaching delivered by the visitor fits with the planned programme and published policy.
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum.
- Approve any materials that are used as part of the delivery in advance of the session.
- Make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.
- Ensure that the visitor is aware of aspects of confidentiality and understands how safeguarding reports should be dealt with in line with the School's Safeguarding Policy.
- Make sure that the teacher is in the room during any sessions with external speakers
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Share all external materials with parents and carers on request

## 11. Roles and Responsibilities

### 11.1 The Governing Body

The governing board will approve the RSE and Health Education policy and hold the Headteacher to account for its implementation.

In addition, Governors will ensure:

- All students make progress in achieving the expected educational outcomes.
- Subjects are well led, effectively managed, and well planned.
- Quality of provision is subject to regular and effective self-evaluation.
- Teaching is delivered in ways that are accessible to all students with SEND.
- Clear information is provided for parents on the subject content and the right to request that their child is withdrawn.

- Subjects are resourced, staffed, and timetabled in a way that ensures that the school can fulfil its legal obligations.

## **11.2 The Headteacher**

The Headteacher is responsible for ensuring that RSE and Health Education is taught consistently across the school, and for managing requests to withdraw students from the components of sex education within RSE up to and until 3 terms before the child turns 16. (see section 13).

They will also ensure that the quality of provision is subject to regular and effective self-evaluation, is well led, effectively managed, and well planned.

The Headteacher will also ensure that:

- Staff are informed of the policy and responsibilities included within it.
- RSE and Health Education is staffed and timetabled in a way to ensure the school fulfils its legal obligations.
- The teaching of RSE and Health Education is monitored to ensure that it is delivered in ways that are accessible to all students including those with SEND.
- The school works with stakeholders when planning and delivering RSE and Health Education.

## **11.3: Assistant Headteacher (Personal Development)**

The Assistant Headteacher (Personal Development) will:

- Work closely with colleagues in related curriculum areas to ensure RSE and Health Education programmes in Personal Development complement, and do not duplicate, content covered in national curriculum subjects such as Science, Computing and PE.
- Ensure that clear information is provided to parents/carers on the subject content and the right to request that their child is withdrawn.
- Review the RSHE policy and consult with stakeholders
- Ensure that the curriculum is reviewed in light of any changes to statutory guidance

## **11.4 Curriculum Leaders**

Curriculum Leaders will manage and lead the delivery of the aspects of RSE and Health Education in school that have been agreed as part of the curriculum delivery.

They will ensure that all teachers explore how new pedagogies, and technology can be fully utilised to support their subject and lead the review of the curriculum as well as monitoring that it is being delivered effectively and that students are making progress.

## **11.5 Teachers**

Teachers are responsible for:

- Delivering RSE and Health Education in a sensitive way and promoting a supportive atmosphere in which all members can speak with confidence and without fear of embarrassment, anxiety, or breach of confidentiality.
- Modelling positive attitudes to RSE and Health Education and promoting the context of a moral framework.

- Ensuring all points of view that may be expressed during teaching are unbiased.
- Monitoring progress and ensuring that students of differing abilities, including the most able, are suitably challenged.
- Responding to the needs of individual students, including delivery in ways that are accessible to all students with SEND.
- Emphasising the importance and understanding of personal relationships and the right of the individual to make informed choices.
- Ensuring that issues of stereotyping, equality, harassment, rights, and legislation underpin the teaching of RSE and Health Education.
- Considering whether it is appropriate or necessary to put in place additional support for students with protected characteristics.
- Where appropriate, directing students to seek advice and support from an appropriate agency or individual.
- Where a student has embarked on a course of action likely to place them at risk, ensuring that the student is aware of the implications of their behaviour. The member of staff should refer any potential concerns to the Designated Safeguarding Lead.
- Responding appropriately to students whose parents wish them to be withdrawn from the components of sex education within RSE up to and until 3 terms before the child turns 16.

Teachers do not have the right to opt out of teaching RSE and Health Education. Teachers who have concerns about teaching RSE are encouraged to discuss this with the Headteacher.

## **11.6 Students**

Students are expected to engage fully in Relationships Education, RSE and Health Education and when discussing issues, treat others with respect and sensitivity.

Student voice is central to the culture and ethos of the Alderman White School. We will use student voice to evaluate how relevant and engaging RSE and Health Education is to them.

Throughout our RSE and Health Education, we will embed student voice practices to enable students to express their views on the range of topics and issues covered and to ensure that they listen to other opinions and evidence, reflect on their own perspectives, and take a broader view.

We will ensure that all student voices are heard but that those views that are hurtful, offensive, or exclusionary do not dominate and are addressed. We wish to ensure a culture where human rights, social justice, inclusion, and diversity are promoted and respected.

### **Key Staff Contacts:**

Curriculum Leader for Personal Development: Mr Elliott Moore  
 Assistant Headteacher (Personal Development): Mrs Bethan Scurrah

## **12. Parents and Carers**

The school acknowledges the key role that parents/carers play in the development of their child's understanding about relationships. Parents are the first educators of their children. They have the most significant influence in enabling their child to grow and mature and to form healthy relationships.

All Parents/Carers will:

- Be given every opportunity to understand the purpose and content of RSE and Health Education.
- Encouraged to participate in the review of our RSE and Health Education policy.
- Be able to discuss any concerns directly with the school.

### 13. Parents' right to withdraw

Parents have the right to request to withdraw their child from the components of sex education within RSE up to and until 3 terms before the child turns 16. Beyond this point if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing and addressed to the Assistant Headteacher (Personal Development) who will discuss this with the Headteacher. All requests will be discussed with parents to clarify the nature and purpose of the curriculum as well as to ensure that wishes are clearly understood. In line with the RSE and Health Education guidance, the Assistant Headteacher will discuss with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher. The views of the young person may also be sought.

Alternative work will be given to students who are withdrawn from sex education.

There is no right to withdraw from Relationships Education or Health Education, or any part of the Science National Curriculum, including that related to reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, including the effect of maternal lifestyle on the foetus through the placenta.

<b>**Parental Right to Withdrawal</b>		
<b>Subject</b>	<b>Primary</b>	<b>Secondary</b>
Relationships Education	<b>No</b>	<b>No</b>
Sex Education	<b>Yes</b>	<b>Yes</b>
RE	<b>Yes</b>	<b>Yes</b>
Science	<b>No</b>	<b>No</b>
Collective Worship	<b>Yes</b>	<b>Yes</b>

### 14. Safeguarding

Any safeguarding concern or issue that arises during the delivery of our RSE or Health Education policy will be dealt with following our school Safeguarding Policy and procedures and KCSIE.

Our RSE and Health Education policy forms part of our preventative safeguarding work by teaching students the importance of respectful relationships and how to keep themselves and others safe.

### 15. Training

Relevant and appropriate training will be provided to all staff as appropriate in relation to planning and delivery of the RSE and Health Education curriculum.



## 16. Monitoring arrangements

The delivery of RSE and Health Education is monitored by Curriculum Leaders and the Senior Leadership Team through:

- Learning walks
- Work scrutiny
- Student Voice

Students' development in RSE and Health Education is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed every two years. At each review any changes will be considered and approved by the Local Governing Body.

### Appendix 1. Overview of Personal Development Curriculum KS3

#### Year 7

Health and Wellbeing	Living in the Wider World	Relationships (RSE)
<ul style="list-style-type: none"> <li>Road Safety</li> <li>First aid</li> <li>Mental health and well-being: How can social media impact on how people feel about themselves?</li> <li>Puberty- physical and emotional changes</li> <li>What do we mean by a healthy lifestyle?</li> <li>Diet</li> <li>Risks and consequences of vaping and smoking</li> <li>Mental health - depression</li> </ul>	<ul style="list-style-type: none"> <li>Aspirations and careers</li> <li>How self-esteem helps</li> <li>Social media and mental health</li> <li>British values and radicalisation</li> <li>Staying safe online- cyberbullying</li> <li>Online gaming</li> </ul>	<ul style="list-style-type: none"> <li>Transition to secondary school</li> <li>Keeping safe and positive relationships</li> <li>Consent</li> <li>Keeping good friends</li> <li>Healthy family relationships including the role of parents.</li> <li>Bullying or banter</li> <li>What is good communication?</li> <li>Community</li> </ul>

#### Year 8

Health and Wellbeing	Living in the Wider World	Relationships (RSE)
<ul style="list-style-type: none"> <li>First aid</li> <li>Road safety</li> <li>Stress/ Anxiety</li> <li>Self-esteem and its impact on wellbeing</li> <li>Puberty- Physical and emotional changes and hygiene</li> <li>Risks and consequences of alcohol consumption</li> </ul>	<ul style="list-style-type: none"> <li>Black History month</li> <li>Belonging</li> <li>What are my rights?</li> <li>Opportunities online</li> <li>Ways of working online</li> <li>Extremism</li> </ul>	<ul style="list-style-type: none"> <li>Respectful relationships</li> <li>Sharing nude pictures- the law and understanding unhealthy relationship behaviours</li> <li>Leadership</li> <li>Communication skills</li> </ul>

#### Year 9

Health and Wellbeing	Living in the Wider World	Relationships (RSE)
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<ul style="list-style-type: none"> <li>• Rights and responsibilities</li> <li>• Puberty- Menstruation</li> <li>• Navigating social media</li> <li>• First aid</li> <li>• Transition to KS4</li> <li>• Road safety</li> </ul>	<ul style="list-style-type: none"> <li>• Valuing diversity</li> <li>• Religion</li> <li>• Prejudice</li> <li>• Understanding experience of a workplace</li> <li>• Networking</li> <li>• Preparing for specialisms</li> <li>• The virtual and real world</li> </ul>	<ul style="list-style-type: none"> <li>• Protected characteristics</li> <li>• Right to education</li> <li>• Consent-intimacy</li> <li>• Sex, relationships and the media- how pornography can present a distorted view of sexual behaviours</li> <li>• The law on relationships including domestic violence, forced marriage and honour-based violence.</li> <li>• Marriage/ legal status including civil partnerships</li> <li>• Conflict</li> </ul>
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## Appendix 2. Overview of Personal Development Curriculum KS4

### Year 10

Health and Wellbeing	Living in the Wider World	Relationships (RSE)
<ul style="list-style-type: none"> <li>Road safety</li> <li>First aid</li> <li>FGM</li> <li>Danger of addictive substances.</li> <li>Physical and psychological effects of addiction (drugs and alcohol)</li> <li>Pregnancy, miscarriage and the choices related to pregnancy.</li> </ul>	<ul style="list-style-type: none"> <li>Avoiding extremism and radicalisation</li> <li>What makes a good leader?</li> <li>Climate change</li> <li>Sustainability in the workplace</li> <li>Challenging discrimination</li> <li>How are laws made?</li> <li>Voting freedom</li> </ul>	<ul style="list-style-type: none"> <li>Belonging</li> <li>Unacceptable communication and behaviour</li> <li>Staying safe online- Protecting personal information</li> <li>Cybersecurity</li> <li>Contraception – choices, efficacy and options.</li> <li>Sexual harassment</li> <li>Preparing for applications and interviews</li> <li>Sexual Orientation</li> <li>Peer pressure and gangs</li> </ul>

### Year 11

Health and Wellbeing	Living in the Wider World	Relationships (RSE)
<ul style="list-style-type: none"> <li>Coping with change</li> <li>Lifestyle choices</li> <li>Mental health-balance</li> <li>Sexual health – STIs, (symptoms, effects and how to reduce the risk)</li> <li>Money management</li> <li>Budgeting</li> </ul>	<ul style="list-style-type: none"> <li>Post 16 options</li> <li>Applying to college</li> <li>Going to open evening</li> <li>Planning for the future</li> <li>CV writing and personal statements</li> <li>Introduction to apprenticeships</li> <li>Busting BTEC myths</li> <li>Managing exam stress</li> <li>Exam preparation</li> </ul>	<ul style="list-style-type: none"> <li>How can I use the labour market?</li> <li>Gambling and peer pressure</li> <li>Online safety</li> <li>Choosing pathways</li> </ul>

### Appendix 3. Science Relationships, RSE & Health Education Curriculum Map

Year 7	Year 8	Year 9	Year 10	Year 11
<b>Reproduction Topic</b>	<b>Microbes &amp; Disease</b>	<b>Genetic engineering</b>	<b>Biology</b>	<b>Biology</b>
Male & female reproductive systems	Antibiotics & treatments for infections Immunisation & Vaccination	Cloning and natural selection- Ethics: theory vs beliefs	Heart disease Transmission of diseases Drug development – antibiotics & painkillers	Controlling fertility – reproductive hormones
Menstrual cycle	<b>Healthy Lifestyles</b>		Stem cells	Contraceptive options – condoms, implant, pill, depo
Puberty	Balanced diets – impact on nutrient of the body & the problems associated with malnutrition Smoking – effects on the body			IVF
Pregnancy	Alcohol – effects on the body & mind  Drugs – categories such as legal/illegal & types of stimulants/depressants/painkillers/hallucinogenic			

#### Appendix 4. Physical Education (PE) Relationships & Health Education Curriculum Map

Year 7	Year 8	Year 9	Years 10 & 11
Leadership	Leadership	Leadership	Leadership
How to stretch	How the body systems react to different kinds of exercise	Maintaining a healthy weight, including the links between an inactive lifestyle and ill health/weight gain	Basic treatment for common injuries
How to exercise safely			Life-saving skills, including how to administer CPR
The benefits & importance of physical exercise & time outdoors on mental wellbeing & happiness	Positive associations between physical activity & promotion of mental wellbeing, including as an approach to combat stress	Health, Fitness & wellbeing	The purpose of defibrillators and when one might be needed
		Lifestyle choices	Health, Fitness & Wellbeing
Personal hygiene, & prevention of infection		Energy, nutrition & hydration	Nutrition
	How to maintain healthy eating and the links between a poor diet and health risks	Extrinsic v intrinsic motivation	Impact of sport & activity on the body
Exercise effects on the body short/long term		Effects of self-confidence on performance	Psychological influence of motivation, self-confidence, and anxiety

## Appendix 5. Religious Studies Relationships & Health Education Curriculum Map

Year 7	Year 8	Year 9	Years 10 & 11
<p>The beliefs, teachings &amp; practices of the 3 monotheistic religions (Judaism, Christianity &amp; Islam)</p> <p>In the religion of Islam – students are taught about how Islam promotes equality and unity for others</p>	<p>The “A life for a Life” unit is taught.</p> <p>Within the topic a lesson on forgiveness for others is delivered.</p> <p>This is taught from a Christian Buddhist and non-religious perspective</p>	<p>All lessons are taught from a Christian, Muslim &amp; non-religious perspectives where applicable</p> <p>Different types of families</p> <p>Marriage and its legal status</p> <p>Difference between forced &amp; arranged marriage</p> <p>Divorce &amp; remarriage within society &amp; religion</p> <p>The roles and responsibilities of parents raising children</p> <p>The roles of men &amp; women within society</p> <p>The differing attitudes to homosexuality</p> <p>Christian, Muslim &amp; non-religious views on contraception</p> <p>The different types of contraception, their efficiency &amp; options available.</p> <p>Choices in pregnancy – medical &amp; legally accurate information on all options.</p> <p>Importance of facts about testing for STI’s &amp; STD’s.</p>	<p>All lessons are from a Christian, Muslim and Humanist perspectives</p> <p>Abortion- options available.</p> <p>Reasons for and against- the UK law and guidance regarding abortion</p> <p>Euthanasia- the UK law and guidance</p> <p>Different types of euthanasia e.g. Active, Passive etc.</p> <p>Arguments for and against the legal stance of Euthanasia- using the 2024 house of commons debate</p>

## Appendix 6. KS3 Computer Science Relationships and Health Education Curriculum Map

Year 7	Year 8	Year 9
How information and data is generated, collected, shared online. Digital Literacy	Not to provide material to others that they would not want shared further and not to share personal material which is sent to them. Digital Literacy.	How to keep safe online, Malware and viruses. Digital Literacy.
What to do and where to get support to report material or manage issues online.	Rights, responsibilities, and opportunities that exist online, including that the same expectations of behaviour apply in all contexts, including online.	What is Fake News, how it is created and why? How to spot it and react to it.
Cross year group themes: These include being safe online, constant reminders of the dangers of social media and how their behaviour can affect how people see them now.		

## Appendix 7. Food Technology Relationships and Health Education Curriculum Map

Year 7	Year 8	Year 9	KS4 Food Preparation & Nutrition
Cooking with fruit & vegetables. Eatwell guide and recommendations for a healthy lifestyle. Nutritional content of recipes and adapting recipes to make them more nutritional. Function of nutrients in our body.	Increasing the use of fruit & vegetables. Cooking techniques to reduce fat content. The nutrient groups and their functions in the diet - which foods they can be found in, adapting recipes to include more nutrients and food groups. Designing and making dishes that promote a healthy balanced lifestyle. Cooking techniques required to produce healthy meals. Cooking for special dietary needs and understanding the impact on diet and health e.g., Vegetarian, Coeliac.	Dietary needs for individual conditions and life stages. Adapting dishes to fit different dietary requirements. Food mileage and seasonality. Environmental concerns in food.	Healthy eating – what it means and how to adapt recipes accordingly.

**Appendix 8. Parent form: Withdrawal from non-statutory sex education within RSE**

TO BE COMPLETED BY PARENTS:			
Name of Child		Tutor Group	
Name of Parent		Date	
Content I wish to withdraw my child from:			
Any other information you would like the school to consider:			
Signature of parent:		Date:	

TO BE COMPLETED BY THE SCHOOL	
Agreed actions following discussion with parents:	
Name:	Date: