

Aspirational Futures Multi Academy Trust



Relationships, Sex and Health Education Policy (Secondary)

Aspirational Futures Multi Academy Trust Wide Policy

September 2023

Document Control

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1. Statement of intent

- 1.1. In our trust we understand the importance of educating pupils about relationships, sex and health so that they can make responsible and well-informed decisions in their lives.
- 1.2. The teaching of RSHE can help to prepare pupils for the opportunities, responsibilities and experiences of adult life. It allows us to promote the spiritual, moral, social, cultural, mental and physical development of pupils at school and in wider society.
- 1.3. We have an obligation to provide pupils with high-quality, well-evidenced and age-appropriate teaching of these subjects. This policy outlines how each school's RSHE curriculum is organised and delivered, to ensure it meets the needs of all pupils.

2. Legal framework

- 2.1. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:
 - 2.1.1. Equality Act 2010
 - 2.1.2. Children and Social Work Act 2017
 - 2.1.3. The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
 - 2.1.4. DfE (2015) 'National curriculum in England: science programmes of study'
 - 2.1.5. DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
 - 2.1.6. DfE (2021) 'Teaching about relationships, sex and health'
 - 2.1.7. DfE (2024) 'Keeping children safe in education 2024'
- 2.2. This policy operates in conjunction with the following policies:
 - 2.2.1. Behaviour Policy
 - 2.2.2. Special Educational Needs and Disabilities (SEND) Policy
 - 2.2.3. Online Safety Policy
 - 2.2.4. Anti-bullying Policy
 - 2.2.5. Child Protection and Safeguarding Policy
 - 2.2.6. Records Management Policy

3. Roles and responsibilities

- 3.1. The **board of trustees** will be responsible for:
 - 3.1.1. Ensuring the RSHE curriculum is well-led, effectively managed and well-planned.
 - 3.1.2. Evaluating the quality of provision through regular and effective self-evaluation.
 - 3.1.3. Ensuring that teaching is delivered in ways that are accessible to all pupils with SEND.

- 3.1.4. Providing clear information to parents on the subject content and the right to request that their child is withdrawn.
- 3.1.5. Ensuring RSHE is resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.
- 3.1.6. Ensuring that all teaching staff receive ongoing training on issues relating to PSHE and RSHE and how to deliver lessons on such issues.
- 3.1.7. Ensuring that all staff are up to date with policy changes, and familiar with school policy and guidance relating to RSHE.
- 3.2. The **headteacher** will be responsible for:
 - 3.2.1. The overall implementation of this policy.
 - 3.2.2. Ensuring all teaching staff are suitably trained to deliver the subjects.
 - 3.2.3. Ensuring there is adequate time on the school timetable to deliver RSHE as a statutory curriculum subject.
 - 3.2.4. Ensuring parents are fully informed of this policy.
 - 3.2.5. Reviewing all requests to withdraw pupils from non-statutory elements of the RSHE curriculum.
 - 3.2.6. Discussing withdrawal requests with parents, and the pupil 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.
 - 3.2.7. Ensuring withdrawn pupils receive appropriate, purposeful education during the period of withdrawal.
 - 3.2.8. Encouraging parents to be involved in consultations regarding reviews of the school's RSHE curriculum.
 - 3.2.9. Reporting to the Local Governing Board on the effectiveness of this policy and the curriculum.
- 3.3. The **RSHE subject leader** will be responsible for:
 - 3.3.1. Overseeing the delivery of RSHE.
 - 3.3.2. Working closely with colleagues in related curriculum areas to ensure the RSHE curriculum complements, and does not duplicate, the content covered in other curriculum subjects.
 - 3.3.3. Ensuring the curriculum is age- and stage-appropriate, inclusive, and high-quality.
 - 3.3.4. Reviewing changes to the RSHE curriculum and advising on their implementation.
 - 3.3.5. Monitoring the learning and teaching of RSHE, providing support to staff where necessary.
 - 3.3.6. Ensuring the continuity and progression between each year group.
 - 3.3.7. Helping to develop colleagues' expertise in the subject.
 - 3.3.8. Ensuring teachers are provided with adequate resources to support teaching of the curriculum.
 - 3.3.9. Ensuring the school meets its statutory requirements in relation to RSHE.
 - 3.3.10. Leading staff meetings and ensuring all members of staff involved in the curriculum have received the appropriate training.
 - 3.3.11. Organising, providing and monitoring CPD opportunities in the subject.

- 3.3.12. Ensuring the correct standards are met for recording and assessing pupil performance.
- 3.3.13. Monitoring and evaluating the effectiveness of the subjects and providing reports to the headteacher.
- 3.4. The **DSL** will be responsible for:
 - 3.4.1. Offering advice and consultation for safeguarding-related subjects in the RSHE curriculum.
 - 3.4.2. Promoting knowledge and awareness of safeguarding issues amongst staff.
 - 3.4.3. Being an appropriate point of contact for staff who have concerns about the welfare of a pupil that have arisen through the teaching of RSHE.
 - 3.4.4. Organising a safe space for pupils to go should they need additional support or time to talk after an RSHE session.
 - 3.4.5. Ensuring staff teach in a trauma-informed manner and are particularly mindful of more vulnerable pupils who may have Adverse Childhood Experiences or potential triggers related to the material.
- 3.5. **Subject teachers** will be responsible for:
 - 3.5.1. Acting in accordance with, and promoting, this policy.
 - 3.5.2. Delivering RSHE in a manner that is sensitive, of high quality and appropriate for each year group.
 - 3.5.3. Ensuring they do not express personal views or beliefs when delivering the curriculum.
 - 3.5.4. Planning lessons effectively, ensuring a range of appropriate teaching methods and resources are used to cover the content.
 - 3.5.5. Modelling positive attitudes to RSHE.
 - 3.5.6. Liaising with the SENCO to identify and respond to individual needs of pupils with SEND.
 - 3.5.7. Liaising with the RSHE subject leader on key topics, resources and support for individual pupils.
 - 3.5.8. Monitoring pupil progress in RSHE.
 - 3.5.9. Reporting any concerns regarding the teaching of RSHE to the RSHE subject leader or a member of the SLT.
 - 3.5.10. Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the DSL.
 - 3.5.11. Providing an inclusive approach to their lesson delivery.
 - 3.5.12. Responding appropriately to pupils whose parents have requested to withdraw them from the non-statutory components of RSHE, by providing them with alternative education opportunities.
- 3.6. The **SENCO** will be responsible for:
 - 3.6.1. Advising teaching staff how best to identify and support pupils' individual needs.
 - 3.6.2. Advising staff on the use of Learning Support Assistants in order to meet pupils' individual needs.

4. Organisation of the RSHE curriculum

- 4.1. For the purpose of this policy:
 - 4.1.1. **RSHE** is used to refer to the overall programme of relationships, sex and health education.
 - 4.1.2. **RSE** refers to relationships and sex education and 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.
 - 4.1.3. **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.
- 4.2. The RSHE curriculum has been developed, and will be monitored and reviewed, in consultation with teachers, pupils and parents, and in accordance with DfE recommendations.
- 4.3. Each school will gather the views of teachers, pupils and parents in the following ways:
 - 4.3.1. Questionnaires
 - 4.3.2. Meetings
 - 4.3.3. Letters
 - 4.3.4. Training sessions
- 4.4. The majority of the RSHE curriculum is delivered through PSHE lessons, with statutory elements taught via the science curriculum. The RSHE 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.
- 4.5. Each school will ensure that the curriculum remains in line with the DfE's 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' guidance at all times.
- 4.6. The school will consider the context and views of the wider local community when developing the curriculum to ensure it is reflective of circumstances in the local area. The religious background of all pupils will also be considered when planning teaching, to ensure all topics included are appropriately handled.
- 4.7. The RSHE curriculum will be informed by topical issues in the school and wider community, to ensure it is tailored to pupils' needs.

5. 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.

- 5.1. **Families.** By the end of secondary school, pupils will know:
 - 5.1.1. That there are different types of committed, stable relationships.
 - 5.1.2. How these relationships might contribute to human happiness and their importance for bringing up children.

- 5.1.3. What marriage is, including its 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.
- 5.1.4. Why marriage is an important relationship choice for many couples and why it must be freely entered into.
- 5.1.5. About the characteristics and legal status of other types of long-term relationships.
- 5.1.6. About the roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting.
- 5.2. Pupils will also know how to:
 - 5.2.1. Determine whether other children, adults or sources of information are trustworthy.
 - 5.2.2. Judge when a family, friend, intimate or other relationship is unsafe, and recognise this in others' relationships.
 - 5.2.3. Seek help or advice if needed, including reporting concerns about others.
- 5.3. **Respectful relationships, including friendships.** By the end of secondary school, pupils will know:
 - 5.3.1. About the characteristics of positive and healthy friendships in all contexts (including online), including trust, respect, honesty, kindness, generosity, boundaries, privacy, and consent; and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationships.
 - 5.3.2. Practical steps they can take in a range of different contexts to improve or support respectful relationships.
 - 5.3.3. 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.
 - 5.3.4. 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 show due tolerance of other people's beliefs.
 - 5.3.5. About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying, and how and where to seek help.
 - 5.3.6. About the types of behaviour in relationships that can be criminal, including violent behaviour and coercive control.
 - 5.3.7. What constitutes sexual harassment and violence and why these are always unacceptable.
 - 5.3.8. About 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.
- 5.4. **Online and media.** By the end of secondary school, pupils will know:
 - 5.4.1. Their rights, responsibilities and opportunities online, and that the same expectations of behaviour apply in all contexts.

- 5.4.2. 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.
- 5.4.3. Not to provide material to others that they would not want shared further and not to share personal material which they receive.
- 5.4.4. What to do and where to get support to report material or manage issues online.
- 5.4.5. The impact of viewing harmful content.
- 5.4.6. 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.
- 5.4.7. That sharing and viewing indecent images of children is a criminal offence which carries severe penalties, including imprisonment.
- 5.4.8. How information and data is generated, collected, shared and used online.
- 5.5. **Being safe.** By the end of secondary school, pupils will know:
 - 5.5.1. About 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.
 - 5.5.2. How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn – this includes online.
- 5.6. **Intimate and sexual relationships, including sexual health.** By the end of secondary school, pupils will know:
 - 5.6.1. 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 outlooks, sex, and friendship.
 - 5.6.2. That all aspects of health can be affected by choices they make in sex and relationships, positively and negatively, e.g. physical, emotional, mental, sexual, and reproductive health and wellbeing.
 - 5.6.3. The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for both men and women.
 - 5.6.4. The range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressuring others.
 - 5.6.5. That they have a choice to delay sex or enjoy intimacy without sex.
 - 5.6.6. The facts about the full range of contraceptive choices, their effectiveness and the options available.
 - 5.6.7. The facts around pregnancy, including miscarriage.
 - 5.6.8. That there are choices in relation to pregnancy, with legally and medically accurate impartial information on all options, including parenthood, adoption, abortion and where to get further help.
 - 5.6.9. How different sexually transmitted infections (STIs) are transmitted, how risk can be reduced through safer sex and the importance of facts about testing.

- 5.6.10. About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.
- 5.6.11. How the use of alcohol and drugs can lead to risky sexual behaviour.
- 5.6.12. How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

6. RSE programmes of study

- 6.1. Each school will determine an age-appropriate, developmental curriculum which meets the needs of pupils and includes the statutory content outlined in the 'RSE subject overview' section of this policy.
- 6.2. Please see the website of your child's school for this information.

7. Health education subject overview

- 7.1. 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.
- 7.2. **Mental wellbeing.** By the end of secondary school, pupils will know:
 - 7.2.1. How to talk about their emotions accurately and sensitively, using appropriate vocabulary.
 - 7.2.2. That happiness is linked to being connected to others.
 - 7.2.3. How to recognise the early signs of mental wellbeing concerns.
 - 7.2.4. About common types of mental ill health, e.g. anxiety and depression.
 - 7.2.5. 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.
 - 7.2.6. About the benefits and importance of physical exercise, time outdoors, community participation, and voluntary and service-based activities on mental wellbeing and happiness.
- 7.3. **Internet safety and harm.** By the end of secondary school, pupils will know:
 - 7.3.1. About the similarities and differences between the online world and the physical world, including the impact of unhealthy or obsessive comparison with others online, over-reliance on online relationships, the risks related to online gambling, how information is targeted at them, and how to be a discerning consumer of information online.
 - 7.3.2. 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.
- 7.4. **Physical health and fitness.** By the end of secondary school, pupils will know about:
 - 7.4.1. The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.
 - 7.4.2. The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health.

- 7.4.3. About the science relating to blood, organ and stem cell donation.
- 7.5. **Healthy eating.** By the end of secondary school, pupils will know how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.
- 7.6. **Drugs, alcohol and tobacco.** By the end of secondary school, pupils will know about:
 - 7.6.1. The facts about legal and illegal drugs and their associated risks, including the link between drug use and serious mental health conditions.
 - 7.6.2. The law relating to the supply and possession of illegal substances.
 - 7.6.3. The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.
 - 7.6.4. The physical and psychological consequences of addiction, including alcohol dependency.
 - 7.6.5. The dangers of drugs which are prescribed but still present serious health risks.
 - 7.6.6. The facts about the harms from smoking tobacco, the benefits of quitting and how to access the support to do so.
- 7.7. **Health and prevention.** By the end of secondary school, pupils will know about:
 - 7.7.1. Personal hygiene, germs including bacteria and viruses, how they are spread, treatment and prevention of infection, and antibiotics.
 - 7.7.2. Dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.
 - 7.7.3. The benefits of regular self-examination and screening.
 - 7.7.4. The facts and science relating to immunisation and vaccination.
 - 7.7.5. The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.
- 7.8. **Basic first aid.** By the end of secondary school, pupils will know:
 - 7.8.1. Basic treatments for common injuries.
 - 7.8.2. Life-saving skills, including how to administer CPR.
 - 7.8.3. About the purpose of defibrillators and when one might be needed.
- 7.9. **Changing adolescent body.** By the end of secondary school, pupils will know:
 - 7.9.1. Key facts about puberty, the changing adolescent body and menstrual wellbeing.
 - 7.9.2. About the main changes which take place in males and females, and the implications for emotional and physical health.

8. Health education programmes of study

- 8.1. Each school will determine an age-appropriate, developmental curriculum which meets the needs of young people and includes the statutory content outlined in the 'Health education subject overview' section of this policy.
- 8.2. Please see the website of your child's school for this information.

9. Delivery of the curriculum

- 9.1. Through effective organisation and delivery of the RSHE, each school will ensure that:
 - 9.1.1. Core knowledge is sectioned into units of a manageable size.
 - 9.1.2. The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work.
 - 9.1.3. 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.
- 9.2. RSHE complements several other curriculum subjects. Where appropriate, the school will look for opportunities to make links between the subjects and integrate teaching.
- 9.3. The RSHE curriculum will be delivered by appropriately trained members of staff.
- 9.4. The curriculum will proactively address issues in a timely way in line with current evidence on pupils' physical, emotional and sexual development. RSHE will be delivered in a non-judgemental, age-appropriate, factual and inclusive way that allows pupils to ask questions in a safe environment.
- 9.5. 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.
- 9.6. The school will integrate LGBTQ+ content into the RSHE curriculum – this content will be taught as part of the overall curriculum, rather than a standalone topic or lesson. LGBTQ+ content will be approached in a sensitive, age-appropriate and factual way that allows pupils to explore gender identity, stereotypes, and the features of stable and healthy same-sex relationships. All pupils are expected to learn about LGBTQ+ content, and parents do not have a statutory right to withdraw their children from lessons that include LGBTQ+ content.
- 9.7. The curriculum will be designed to focus on pupils of all gender identities and expressions and activities will be planned to ensure all are actively involved.
- 9.8. The school will ensure it delivers teaching on sensitive topics, e.g. the body, in a way that is appropriate and sensitive to the various needs of the school community, e.g. cultural background. All teaching and resources will be assessed by the RSHE 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 pupils with SEND, if applicable.
- 9.9. 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.
- 9.10. 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.

- 9.11. Teachers will focus heavily on the importance of healthy relationships, including marriage, when teaching RSE, though sensitivity will always be given as to not stigmatise pupils on the basis of their home circumstances. 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.
- 9.12. 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.
- 9.13. 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.
- 9.14. The procedures for assessing pupil progress are outlined in the 'Assessment' section of this policy.
- 9.15. **Curriculum organisation.** The RSHE programme is delivered through a variety of opportunities including:
- 9.15.1. Designated PSHE time as part of a spiral curriculum
 - 9.15.2. Circle time
 - 9.15.3. Use of external agencies and services
 - 9.15.4. School ethos
 - 9.15.5. Small group work
 - 9.15.6. Cross-curricular links
 - 9.15.7. Assemblies
 - 9.15.8. Enrichment days or weeks
 - 9.15.9. Residential trips
- 9.16. **Terminology.** Pupils will be taught the anatomically correct names for body parts; the school will dispel myths and will also understand other names of body parts that can sometimes be used to replace the correct terminology. Lessons around keeping safe and how certain parts of the body should be private must be addressed to ensure pupils are not left vulnerable.
- 9.17. **Dealing with difficult questions**
- 9.17.1. It is important that all school staff feel comfortable to take RSHE classes and answer questions from pupils. If the teacher does not feel confident leading discussions, then that is likely to be reflected by the pupils, and their learning will be compromised.
 - 9.17.2. Each school provides regular professional development training in how to deliver sex education; this includes sessions on confidentiality, setting ground rules, handling controversial issues, responding to awkward questions and an introduction to the rationale of why teaching RSHE is so important. Staff training will include sessions on how to deal with difficult questions. There may still be times when staff are faced with a difficult question in class that they feel uncomfortable or ill equipped to answer. In this case, they may wish to put the question to one side and seek advice from the RSHE subject leader.

10. Curriculum links

- 10.1. The school will seek opportunities to draw links between RSHE and other curriculum subjects wherever possible to enhance pupils' learning. RSHE will be linked to the following subjects:
 - 10.1.1. **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.
 - 10.1.2. **Science** – pupils are taught about the main external parts of the body and changes to the human body as it grows, including puberty.
 - 10.1.3. **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.
 - 10.1.4. **PE** – pupils can develop competence to excel in a broad range of physical activities, be physically active for sustained periods of time, engage in competitive sport and lead healthy, active lives.
 - 10.1.5. **PSHE** – pupils learn about respect and difference, values, and characteristics of individuals.

11. Working with parents

- 11.1. The trust understands that parents' role in the development of their children's understanding about relationships, sex and health is vital and will, therefore, engage parents as far as possible in their children's learning. This will include providing parents with frequent opportunities to understand and ask questions about the school's approach to RSHE.
- 11.2. Each school will consult closely with parents when reviewing the content of the school's RSHE curriculum, and give them regular opportunities to voice their opinions and concerns. The school will use the views of parents to inform decisions made about the curriculum content and delivery; however, parents will not be granted a 'veto' on curriculum content, and all final decisions will be the school's to make.
- 11.3. When in consultation with parents, the school will provide:
 - 11.3.1. The curriculum content, including what will be taught and when.
 - 11.3.2. Examples of the resources the school intends to use to deliver the curriculum.
 - 11.3.3. Information about parents' right to withdraw their child from non-statutory elements of RSHE.
- 11.4. The school will remain aware that the teaching of some aspects of the curriculum may be of concern to parents. If parents have concerns regarding RSHE, they will contact the school office.

12. Working with external agencies

- 12.1. Working with external agencies will be used to enhance the school's delivery of RSHE and bring 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 RSHE curriculum but will be expected to comply with the provisions of this policy.
- 12.2. When working with external agencies, the school will ensure:
 - 12.2.1. A teacher is present throughout these lessons.
 - 12.2.2. Visitors are signposted to this policy and expected to comply with the guidelines outlined within it.
 - 12.2.3. All resources used by guest speakers are available to parents to view prior to lesson delivery.
 - 12.2.4. The lesson the external expert has planned fits with the school's planned curriculum and this policy.
 - 12.2.5. The expert's credentials are checked before they are able to participate in delivery of the curriculum, in line with the Visitor Policy.
 - 12.2.6. The expert's lesson plan is age-appropriate and accessible for the pupils.
 - 12.2.7. That the materials the expert intends to use, as well the lesson plan, meet all pupils' needs, including those with SEND.
 - 12.2.8. That procedures for confidentiality are in place; this includes ensuring that the expert understands how safeguarding reports should be dealt with in line with the Child Protection and Safeguarding Policy.
 - 12.2.9. The school will use visitors to enhance teaching by an appropriate member of teaching staff, not to replace teaching by those staff.

13. Withdrawal from lessons

- 13.1. The trust will always recognise that parents have the right to have the right to request that their child is withdrawn from some or all of sex education delivered as part of statutory RSE. The school will uphold that parents do not have a right to withdraw their child from the relationships or health elements of the programmes.
- 13.2. Requests to withdraw a child from sex education will be made in writing to the headteacher.
- 13.3. Before granting a withdrawal request, the headteacher may discuss the request with the parents and, as appropriate, the pupil, 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 sex education 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.
- 13.4. Following discussions with parents, the school will respect the parents' request to withdraw their child up to and until three terms before the pupil turns 16. After this point, if the pupil wishes to receive sex education rather than be withdrawn, the school will make arrangements to provide the pupil with sex education.
- 13.5. Pupils who are withdrawn from sex education will receive appropriate, purposeful education during the full period of withdrawal.

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

14. Equality and accessibility

- 14.1. The trust will comply with the relevant requirements of the Equality Act 2010 and will ensure the curriculum does not discriminate against pupils because of any of the protected characteristics.
- 14.2. Each 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 some pupils based on their protected characteristics.
- 14.3. The school will design the RSHE curriculum to be inclusive of all pupils. The school will be aware that some pupils are more vulnerable to exploitation, bullying and other issues due to their characteristics, e.g. having SEND or being LGBTQ+. Teachers will understand that they may need to liaise with the SENCO and adapt their planning or work to appropriately deliver the curriculum to pupils with SEND.
- 14.4. 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 and developmentally appropriate, and is delivered with reference to the law.

15. Safeguarding and confidentiality

- 15.1. All pupils will be taught about keeping themselves safe, including online, as part of a broad and balanced curriculum.
- 15.2. To meet the DfE's best practice advice, the DSL will be involved in the formulation of safeguarding-related areas of the curriculum, as their knowledge and resources may help to address safeguarding issues more appropriately and effectively.
- 15.3. When teaching issues that are particularly sensitive, e.g. self-harm, consent 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 harm to pupils as a central goal.
- 15.4. Confidentiality within the classroom will be an important component of RSHE, and teachers will be 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 RSHE 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.