



Bishop Rawstorne Church of England Academy

## PSHE, RSE and Citizenship Policy

*'But the wisdom that comes from heaven is first of all pure; then peace loving, considerate, submissive, full of mercy and good fruit, impartial and sincere'*

*James 3:17*

**FORTITER ET FIDELITER**

*Bravely and Faithfully*

This document and the content contained therein remains the responsibility of the Headteacher, and Governing Body of the Academy. No amendments can be made without their express instruction and they remain the final arbiters in any matters relating to it.

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**NB.** This policy has been created in line with the 'Relationships Education, Relationships and Sex Education, and Health Education' 2019 guidance. This policy is subject to change.

## **THE CHRISTIAN COMMUNITY**

Bishop Rawstorne is a diverse, welcoming, Christian learning community committed to nurturing respectful and responsible citizens, empowering ALL learners to flourish.

### **Vision**

Teaching about love, values, relationships and sexual relationships in this Church academy is rooted in the Church's teaching about what it is to be truly human in Christ, what it means to live well in relationship with others and is presented within a positive framework of Christian values.

Here at Bishop Rawstorne Church of England Academy we focus on the importance of relationships and the qualities and character needed to sustain the best relationships that honour each other whether within a friendship, family relationship or romantic relationship.

Each young person is a unique being, a child of God, loved and accepted. As such, our academy seeks to enable young people to develop through an inclusive programme of teaching that is based on Christian principles, which both respects the human body and seeks to ensure health and well-being.

### **Statement of intent**

PSHE, RSE and Citizenship Curriculum Intent

PSHE, RSE and Citizenship aim to encourage all students to grow, develop and flourish into confident and positive citizens of the future, as individuals and as members of families and communities. It encourages and equips students with the knowledge and skills to make decisions that contribute to healthy and balanced lifestyles, positive relationships, economic well-being, the achievement of aspirations and their involvement and impact within wider community.

All students study PSHE, RSE and Citizenship throughout their time at Bishop Rawstorne Church of England Academy. Each year group cover a variety of units under the headings of 'Health and Well-Being', 'Relationships and Sex Education', 'Wider World' and 'Citizenship'. The PSHE curriculum follows the national statutory guidance and is tailored to the needs of our school community. By working with our local feeder primary schools, we aim to build upon the foundations laid in primary school. Ongoing liaison with primary PSHE leads mean that we can tailor and adapt our curriculum to meet the needs of each new cohort. PSHE, RSE and Citizenship are rooted in the Christian value of love and aim to allow our young people to

‘seek wisdom’ and ‘live life in all its fullness’. Our curriculum aims to encourage all students to grow, develop and flourish, bravely and faithfully, into confident and positive citizens of the future, as individuals and as members of families and communities. It encourages and equips students with the knowledge and skills to make decisions that contribute to healthy and balanced lifestyles, positive relationships, economic well-being, the achievement of aspirations and their involvement and impact within the wider community.

In Y7, students begin our PSHE, RSE and Citizenship curriculum by exploring a ‘Transition’ topic. This topic helps students to successfully transition to secondary school, be aware of where to go for help and advice, and be aware of the key expectations of our school. This unit also covers key safety advice, such as internet safety and road safety. Due to the high level of traffic incidents in our local area, Y7 watch an in-school drama performance on Road Safety. As mental health is something that has been highlighted as an issue for young people locally (from our feeder schools) and nationally, we have also introduced a mental health talk for Y7 in the first half term to promote well-being and sign post students to further help and advice. Moving on from transition, Y7 go onto study a relationships topic, building on knowledge and skills from primary school. This unit covers Friendships, Bullying and Discrimination. This allows students to develop a deep understanding of respectful relationships and explore the skills needed to foster these kinds of relationships in their own lives. The third unit Y7 study is ‘Puberty’, which again builds on their knowledge from primary school and supports student’s well-being. As part of this health and well-being topic, Year 7 also take part in First Aid workshops. Next, Y7 go onto study a ‘Careers’ topic, which focuses on aspiration, attitude to learning, and transferable skills, such as teamwork. Y7 then return to ‘Positive Relationships’ where they deepen their understanding of respectful relationships and explore more difficult topics in more detail, such as unwanted touch and online grooming. Finally, Y7 go onto study finance, focusing on spending, budgeting and saving. Y7 end the summer term taking part in sessions on rail safety and water safety, which are both important due to our local context, summer weather and impending summer holidays.

Y8 student start the autumn term with a unit on drugs and alcohol, also considering the influence of peer pressure. This unit gives students the information and knowledge on a variety of legal and illegal substances and the life skills to make wise choices. Next, Y8 move onto a ‘relationships’ topic, where they build on their knowledge from Y7 exploring bullying, prejudice and discrimination. Y8 also receive a visit from the LGBTQ+ Charity ‘Just Like Us’ who explore identity, diversity and inclusivity. The third topic Y8 study is a mental health and well-being unit. This explores general well-being, but focuses predominantly on body image, self-esteem, social media and resilience. This unit encourages students to question what they see on social media, understand the link between self-esteem and body image, recognise unhealthy attitudes towards body image and promote healthy attitudes towards body image. Y8 then go onto to study a ‘careers’ topic. This topic encourages students to explore the wide range of careers available and to start thinking about their future options. This topic also

encourages students to build transferable skills, such as communication. During the second half of Spring Term, Y8 students return to 'relationships'. During this topic they are introduced to the 'sex education' part of RSE. They are introduced to key concepts such as safe sex (including abstinence), STI's and contraception. However, the majority of this unit is focused on 'consent'. This unit aims to give students the skills to understand the importance of consent and recognise whether consent is given. Y8 finish the year by investigating online safety in more depth, including online grooming and scams. Y8 will also revisit rail safety and water safety due to the risks in our local area.

Throughout the Year, Y8 take part in workshops delivered by our local Police Early Intervention Team. The first of these workshops is on 'sexting' and is called 'Captured'. The second workshop is on 'county lines' and is called 'Crossing the Line'. These workshops are invaluable to our students due to the statistics surrounding 'sexting' nationally for this age group and also our geographic location which makes us a risk area for county lines operations. The workshops allow students to recognise the signs, dangers and risks, equips them with the knowledge and skills to make the right decisions and sign posts them to help and advice.

Y9 follow a similar framework, as they start the year with the health and well-being topic 'Alcohol and Drugs'. They build on the knowledge acquired in Y8 and also explore the wider effects and linked issues of substance abuse, such as anti-social behaviour and knife crime. This unit equips students to make difficult decisions and sign posts them to places for help and advice. In the second half of Autumn term, Y9 move onto a 'relationships' topic. This topic explores different kinds of relationships and healthy and unhealthy relationships, including domestic abuse. This builds on work covered in Y7 and Y8 on respectful relationships. During this term, Lancashire Sexual Health services deliver a presentation on the Four 'C's – consent, communication, contraception and condoms, which builds on the work covered in Y8, equips students to make the best decisions for themselves and signposts students where to go for help and advice. The third unit Y9 study is a health and well being topic on 'Healthy Lifestyles'. This unit supports students in living healthy styles and to become more independent in looking after their health and well-being. During this half term, Y9 will also receive CPR training. This aims to build on the first aid content students studied in Y7 and equip them with an incredible life skill and hopefully, the confidence to use it if needed. In the second half of Spring term, Y9 study a 'careers' topic. This topic encourages students to reflect on their skills and abilities and set targets for the future. It also encourages students to think about the different educational and career paths on option. Students are given the time to consider their own employability and digital footprint. In the summer term, Y9 return to relationships and sex education. During this term students have more time to explore key issues such as STI's, contraception and teen pregnancy. They are also reminded of the importance of consent and respect. Finally, Y9 complete a finance topic, exploring wants and needs, budgeting and different financial products. This aims to help our young people successfully manage their money, both now and in the future.

In Y10 students start the year by revisiting mental health and well-being. This aims to support their mental health, particularly as it is in this academic year that Y10 sit their first GCSE. This unit helps Y10 students to look after their mental well-being, recognise poor mental health and be able to utilise healthy well-being strategies. The second unit of study is relationships. Y10 are reminded of the importance of consent and respect and are revisited by Lancashire Sexual Health. On the second visit, students will also receive a condom demonstration. Y10 will then explore the concepts of revenge porn and the dangers of pornography. Again, this unit aims to equip students with the wisdom to make the best choices. During the Spring term, Y10 revisit drugs and alcohol in relation to real life scenarios. They are encouraged to develop the skills needed to assess risk, manage influence and seek help. This is supported by workshops delivered by the Amy Winehouse Foundation. In the second half of Spring Term, Y10 explore different career options and rights and responsibilities in the work place. This helps to prepare Y10 for the world of work, including work experience. Y10 then go onto to study 'Communities', exploring concepts of British Values and Diversity. They also explore extremism and radicalisation, which is supported by a presentation from the Lancashire Prevent Team. This aims to foster responsible and active members of communities. Finally, Y10 finish the year with work on finance. They explore credit and debit, savings, loans and interest rates. They also receive a visit from a gambling charity that advises them on the risks of both offline and online gambling.

Y11 follows a slightly different framework. The first unit they study is 'Coping with Change'. This primarily addresses mental health and well-being, in order to support them during what can be a stressful year, and then goes on to equip them with the skills needed for a successful Y11, including revision techniques and time management skills. In the second half of Autumn term, Y11 receive their final presentation from Lancashire Sexual Health. They are also reminded of the key concepts within RSE, such as respect and consent, and cover more difficult topics such as rape and sexual harassment. Y11 are then given time to revise for the upcoming mock exams. In the Spring term Y11 explore health, covering topics such as fertility and pregnancy and blood, stem cell and organ donation, which aims to equip students to be able to make decisions about their own health and well-being. Finally, Y11 study 'Independent Living' which gives Y11 students a final opportunity (whilst at school) to consider their future options and pathways. It also informs students about a range of financial matters such as student loans, rent and mortgages, and council tax. This aims to give our students the best start to living more independently. Throughout the year Y11 students also take part in workshops on domestic abuse delivered by local charity 'Key Charity' who aim to give our students the understanding, skills and confidence to identify challenging behaviour in relationships and to know where to go for advice and support.

Our schemes of work are complimented by a range of outside agencies who come into school to deliver presentations and workshops. We work closely with Lancashire Police Early Intervention Team, Lancashire Fire Service Community Safety, Lancashire NHS, Lancashire

Sexual Health Services, Lancashire Prevent Partnership and the Lancashire Road Safety Team who all visit school every year to deliver workshops to a range of year groups. Not only do we work closely with local services, but we also utilise the offers from local charities, which over recent years include national LGBTQ+ Charity 'Just Like Us', local domestic abuse charity 'Key Charity', and national charity The British Red Cross. Finally, we also invite a variety of Christian rooted projects into school to compliment our curriculum, for example Message Trust's 'No More Knives' campaign, or 'Respect Me', the national Christian RSE offer.

In addition to PSHE lessons, our students also take part in an additional 'Citizenship' sessions. These sessions follow the national guidance, for example including work on British values, democracy, voting and elections, volunteering, and crime. These sessions are often also used to recognise important dates such as Holocaust Memorial day or Black History Month. These sessions aim to foster positive and active citizens of the future, who recognise British values and respect others.

The PSHE schemes of work have been developed to foster and promote student's literacy, in particular their oracy, reading and writing. There is a literacy starter at the start of every KS3 PSHE lesson, designed to boost vocabulary. There is a reading activity in both KS3 and KS4 lessons, and teachers are encouraged to use a variety of reading strategies with their class. There is also an optional writing activity within most lessons. Moreover, staff are encouraged to use 'Stand and Speak' and other oracy techniques in PSHE lessons. The lessons and activities are structured, differentiated and varied, giving staff (and students) the tools to improve literacy and promote progress in their lessons. Lessons also have options for differentiation, including stretch and challenge. The PSHE lead, along with teachers of PSHE, work with the SENCO to ensure lessons are accessible to all. This ensures all students can access the curriculum, be engaged by the curriculum and be challenged by the curriculum.

Assessment in PSHE takes a variety of forms, although there is no formal assessment. Students are encouraged to self-assess, self-reflect and peer-assess and teachers check progress throughout each lesson. Quality assurance, including student voice surveys, book scrutinies and learning walks allow progress to be measured. The feedback from quality assurance procedures influences future planning.

The subject lead for PSHE regularly attends CPD and training to further enhance the role of the subject in school. CPD courses are also frequently shared with staff who may be interested in attending. The PSHE lead has also delivered whole school CPD to ensure all staff are well-equipped and confident at delivering the PSHE curriculum.

PSHE, RSE and Citizenship are subjects that greatly contribute to the achievement of students' aspirations, equipping them with the skills and knowledge to go on to further study or the

workplace. These subjects help to enable young people to flourish into well-rounded citizens, who can play an active role in society.



## 1. Legal framework

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

- Equality Act 2010
- DfE (2019) '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'
- Children and Social Work Act 2017
- SEND code of practice: 0 to 25 years (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))
- SMSC requirements for independent schools (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).
- National Citizen Service guidance for schools

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

- Accessibility Race Gender Equality Policy
- Anti-Bullying Policy
- Child Protection and Safeguarding Policy
- Curriculum Policy

- Equalities Policy
- Health and Safety Policy
- Home School Agreement Policy
- On-line Safety and Acceptable Use Policy
- Religious Education Policy
- SEN Policy
- Social Media Policy
- Social, Moral, Spiritual and Cultural Policy
- Worship Policy

## **2. Roles and responsibilities**

2.1. The governing board is responsible for:

- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the PSHE, RSE and citizenship 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.
- Maintaining and developing the religious ethos of the school.

2.2. The headteacher is responsible for:

- The overall implementation of this policy.
- Ensuring all staff are suitably trained to deliver the subjects.
- Ensuring parents are fully informed of this policy.
- Reviewing all requests to withdraw pupils from non-statutory elements of the RSE and health education curriculum.

- Discussing withdrawal requests with parents, and the child if appropriate, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum, including the benefits of receiving the education.
- Ensuring withdrawn pupils receive appropriate, purposeful education during the period of withdrawal.
- Encouraging parents to be involved in consultations regarding the school's RSE and health education curriculum.
- Reviewing this policy on an annual basis.
- Reporting to the governing board on the effectiveness of this policy and the curriculum.

2.3. The PSHE, RSE and citizenship curriculum leader is responsible for:

- Overseeing the delivery PSHE, RSE and citizenship.
- Working closely with colleagues in related curriculum areas to ensure the PSHE, RSE and citizenship curriculum compliments, and does not duplicate, the content covered in national curriculum subjects.
- Ensuring the curriculum is age-appropriate and of high-quality.
- Reviewing changes to the PSHE, RSE and citizenship curriculum and advising on their implementation.
- Monitoring the learning and teaching of PSHE, RSE and citizenship, 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 PSHE, RSE and citizenship.
- 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.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the headteacher.

2.4. Subject teachers are responsible for:

- Acting in accordance with, and promoting, this policy
- Delivering PSHE, RSE and citizenship 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 pastoral team about key topics, resources and support for individual pupils or year groups.
- Monitoring the effectiveness and appropriateness of the PSHE, RSE and citizenship curriculum.
- Reporting any concerns regarding the teaching of PSHE, RSE and citizenship to the PSHE, RSE and citizenship curriculum 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.

2.5. The SENCO is responsible for:

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

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

- 3.1. All schools providing secondary education are required to deliver statutory RSE and all state-funded schools are required to deliver health education.
- 3.2. For the purpose of this policy, **“relationships and sex education”** is defined as teaching pupils about developing healthy, nurturing relationships of all kinds, and helping them to understand human sexuality and to respect themselves and others.
- 3.3. For the purpose of this policy, **“health education”** is defined as teaching pupils about how they can make good decisions about their own health and wellbeing, and how physical health and mental wellbeing are interlinked.
- 3.4. The RSE and health education curriculum will be developed in consultation with teachers, pupils and parents, and in accordance with DfE recommendations.
- 3.5. We will gather the views of teachers, pupils and parents in the following ways:
  - Questionnaires
  - Meetings
  - Letters
  - Training sessions
- 3.6. The majority of the RSE and health education curriculum will be delivered through PSHE education, with statutory elements taught via the science curriculum and a number of topics consolidated during other curriculum areas.
- 3.7. The PSHE, RSE and Citizenship curriculum leader will work closely with their colleagues in related curriculum areas to ensure the curriculum complements and does not duplicate the content covered in national curriculum subjects.
- 3.8. The curriculum has been developed in line with the DfE’s 2019 guidance on ‘Relationships Education, Relationships and Sex Education (RSE) and Health Education’ guidance and the 2019 guidance on ‘Personal, Social, Health and Economic Education’.

- 3.9. The school will consider the context and views of the wider local community when developing the curriculum to ensure it is reflective of issues in the local area.
- 3.10. The school will consider the religious background of all pupils when planning teaching, to ensure all topics included are appropriately handled.
- 3.11. The PSHE, RSE and citizenship curriculum is informed by topical issues in the school and wider community, to ensure it is tailored to pupils' needs, for example, if there was a local prevalence of specific sexually transmitted infections, our curriculum would be tailored to address this issue.

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

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

##### **Families**

- 4.2. By the end of secondary school, pupils will know:
  - That there are different types of committed, stable relationships.
  - How these relationships might contribute to human happiness and their importance for bringing up children.
  - What marriage is, including their legal status, e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.
  - Why marriage is an important relationship choice for many couples and why it must be freely entered into.
  - The characteristics and legal status of other types of long-term relationships.
  - The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting.
- 4.3. Pupils will also know how to:
  - Determine whether other children, adults or sources of information are trustworthy.
  - Judge when a family, friend, intimate or other relationship is unsafe, and recognise this in others' relationships.

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

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

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

- The characteristics of positive and healthy friendships in all contexts (including online), including trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationships.
- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- How stereotypes, particularly those based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).
- That in school and wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.
- About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to seek help.
- That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.
- What constitutes sexual harassment and violence and why these are always unacceptable.
- The legal rights and responsibilities regarding equality, with reference to the protected characteristics defined in the Equality Act 2010, and that everyone is unique and equal.

### **Online and media**

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

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

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

### **Being safe**

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

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

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

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

- How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.
- That all aspects of health can be affected by choices they make in sex and relationships, positively and negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.



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

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

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

### **Mental wellbeing**

- 5.2. By the end of secondary school, pupils will know:
- How to talk about their emotions accurately and sensitively, using appropriate vocabulary.
  - That happiness is linked to being connected to others.
  - How to recognise the early signs of mental wellbeing concerns.

- Common types of mental ill health, e.g. anxiety and depression.
- How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.
- The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.

### **Internet safety and harms**

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

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

### **Physical health and fitness**

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

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

### **Healthy eating**

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

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

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

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

- The facts about legal and illegal drugs and their associated risks, including the link between drug use and serious mental health conditions.
- The law relating to the supply and possession of illegal substances.
- The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.
- The physical and psychological consequences of addiction, including alcohol dependency.
- Awareness of the dangers of drugs which are prescribed but still present serious health risks.
- The facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access the support to do so.

#### **Health and prevention**

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

- About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.
- About dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.
- [This should be taught to pupils in the later years of late secondary school, e.g. at KS4] The benefits of regular self-examination and screening.
- The facts and science relating to immunisation and vaccination.
- The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.

#### **Basic first aid**

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

- Basic treatments for common injuries.
- Life-saving skills, including how to administer CPR.

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

### **Changing adolescent body**

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

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

## **6. Citizenship Subject Overview**

### **6.1 In Key Stage 3 pupils should be taught about:**

- The development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch
- The operation of Parliament, including voting and elections, and the role of political parties
- The precious liberties enjoyed by the citizens of the United Kingdom
- The nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals
- The roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities
- The functions and uses of money, the importance and practice of budgeting, and managing risk

### **6.2 In Key Stage 4 pupils should be taught about:**

- Parliamentary democracy and the key elements of the constitution of the United Kingdom, including the power of government, the role of citizens and Parliament in holding those in power to account, and the different roles of the executive, legislature and judiciary and a free press
- The different electoral systems used in and beyond the United Kingdom and actions citizens can take in democratic and electoral processes to influence decisions locally, nationally and beyond
- Other systems and forms of government, both democratic and non-democratic, beyond the United Kingdom

- Local, regional and international governance and the United Kingdom's relations with the rest of Europe, the Commonwealth, the United Nations and the wider world
- Human rights and international law
- The legal system in the UK, different sources of law and how the law helps society deal with complex problems
- Diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding
- The different ways in which a citizen can contribute to the improvement of their community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity
- Income and expenditure, credit and debt, insurance, savings and pensions, financial products and services, and how public money is raised and spent

## 7. PSHE, RSE and Citizenship programmes of study

7.1. The school is free to determine an age-appropriate, developmental curriculum which meets the needs of young people and includes the statutory content outlined in [section 4](#) of this policy.

7.2. Year 7:

- Health and Well Being Topic 'Transition' which includes: settling into secondary school, mental health and personal safety including road, rail, water and online safety.
- Relationships Topic 'Diversity' which includes: friendships, peer pressure, identity and diversity, British values, The Equality Act, Protected Characteristics, prejudice and discrimination, and racism.
- Health and Well Being Topic 'Health and Puberty' which includes: healthy lifestyles (focused on healthy routines but including reference to smoking, vaping, alcohol and drugs), puberty, hygiene and basic first aid. This topic also includes FGM, but this is taught later in the year.
- Living in the Wider World Topic 'Developing Skills and Aspirations' which includes: self-esteem, behaviour to achieve, enterprise, team work, communication and career options.
- Relationships Topic 'Building Relationships' which includes: self-worth, romance, friendships, online relationships and risks (including online grooming and CEOPS), consent and relationship boundaries.

- Living in the Wider World Topic ‘Financial Decision Making’ which includes: saving, borrowing, budgeting and making financial choices.
- Citizenship Topics: Monarchy, Government, Democracy, Community Action, British Values and Days of Importance.
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### 7.3. Year 8:

- Health and Well Being Topic ‘Drugs and Alcohol’ which includes: peer pressure, managing influence, types of drugs and risks involved (including medicinal and recreational, prescription and over the counter, legal and illegal) and the risks associated with energy drinks, alcohol, tobacco, nicotine and e-cigarettes.
- Relationships Topic ‘Discrimination’ which includes: Identity, developing self-worth, peer pressure and ‘group think’, bullying or banter, and discrimination in all its forms (including racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia), The Equality Act and Protected Characteristics.
- Health and Well-Being Topic ‘Emotional Wellbeing’ which includes: daily well being, managing emotions, mental health, unhealthy and healthy coping strategies, digital influence, body image, self esteem and resilience.
- Living in the Wider World Topic ‘Community and Careers’ which includes: growth mindset, aspirational goals, challenging stereotypes and discrimination in relation to work and pay, work place skills and career options.
- Relationships Topic ‘Identity and Relationships’ which includes: positive relationships, gender identity, sexual orientation, consent, sexting, and an introduction to sex education with reference to abstinence, contraception, pregnancy and STI’s.
- Living in the Wider World Topic ‘Digital Literacy’ which includes: Internet Safety, Online Grooming and Money Management.
- Health and Well Being Topic ‘Personal Safety’ which includes: Rail and Water Safety, County Lines and Knife Crime.

- Citizenship Topics: Parliament, Politics and Voting, British Liberties, The Justice System, British Values and Days of Importance.

#### 7.4. Year 9:

- Health and Well Being Topic 'Peer Influence, Substance Abuse and Gangs' which includes: healthy and unhealthy friendships, assertiveness, substance misuse, anti-social behaviour, knife crime and gang exploitation.
- Relationships Topic 'Respectful Relationships' which includes: families and parenting, healthy relationships, conflict resolution, domestic abuse and relationship changes.
- Health and Well-Being Topic 'Healthy Lifestyles' which includes: diet, exercise, lifestyle balance, healthy choices, mental health, personal safety, first aid and CPR.
- Living in the Wider World Topic 'Setting Goals' which includes: personal target and goal setting, employability, transferable skills, digital footprint and future options.
- Relationships Topic 'Intimate Relationships' which includes: consent, contraception, STIs, pregnancy, sexting, and attitudes to pornography.
- Living in the Wider World Topic 'Financial Decision Making' which includes: budgeting, the impact of financial decisions, debt, gambling and the impact of advertising on financial choices.
- Citizenship Topics: Parliamentary Democracy, Electoral Systems, Human Rights and International Law, British Values, and Days of Importance.

#### 7.5. Year 10:

- Health and Well Being Topic 'Mental Health' which includes: Mental health and ill health, stigma, safeguarding health, periods of transition and change.
- Relationships Topic 'Healthy Relationships' which includes: healthy relationships, relationships and sex expectations and myths, the impact

of the media and pornography, consent, STI's, contraception, and revenge porn.

- Health and Well Being Topic 'Exploring Influence' which includes: assessing risk, managing influence, alcohol and violence, drink-driving, seeking help, anti-social behaviour, drugs, gangs, and media influence.
- Living in the Wider World Topic 'Employability' which includes: self-discipline, employability, work place skills, rights and responsibilities in the work place, digital footprint, career options and STEM careers.
- Relationships Topic 'Addressing Radicalisation and Extremism' which includes: British Values, The Equality Act, communities and inclusion, multiculturalism, how to manage conflicting views and misleading information, how to spot fake news, how to challenge discrimination, and how to recognise and respond to radicalisation and extremism.
- Living in the Wider World Topic 'Financial Decision Making' which includes: credit and debit, savings, loans, interest rates, managing risk, gambling, the law and illegal activities including fraud and cybercrime.
- Citizenship Topics: Parliamentary Democracy, Electoral Systems, Human Rights and International Law, British Values, and Days of Importance.
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#### 7.6. Year 11:

- Health and Well Being Topic 'Building for the Future' which includes: maintaining healthy lifestyles, self-efficacy, revision skills, stress management, dealing with change, balancing ambition and expectations, and future opportunities.
- Relationships Topic 'Communication in Relationships' which includes: personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse, consent, rape and sexual abuse, harassment and stalking.
- Health and Well Being Topic 'Independence' which includes: responsible health choices (including cancer awareness and self-examination, vaccines, organ and blood donation, cosmetic and aesthetic body alterations and alcohol and drug use) and safety in independent contexts (including personal safety and first aid).



- Living in the Wider World Topic ‘Next Steps’ which includes: application processes, skills for further education, employment, career progression student loans, rent and mortgages.
- Relationships Topic ‘Families’ which includes: different families and parental responsibilities, pregnancy, marriage, and forced marriage and changing relationships.
- Citizenship Topics: Parliamentary Democracy, Electoral Systems, Human Rights and International Law, British Values, and Days of Importance.

## 8. Delivery of the Curriculum

- 8.1. 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.
- 8.2. PSHE, RSE and Citizenship education complement several national curriculum subjects. Where appropriate, the school will look for opportunities to make links between the subjects and integrate teaching.
- 8.3. The PSHE, RSE and Citizenship curriculum will be delivered by appropriately trained members of staff.
- 8.4. The PSHE, RSE and Citizenship curriculum will proactively address issues in a timely way in line with current evidence on pupil’s physical, emotional and sexual development.
- 8.5. PSHE, RSE and Citizenship will be delivered in a non-judgemental, age-appropriate, factual and inclusive way that allows pupils to ask questions in a safe environment.
- 8.6. 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.

- 8.7. The school will integrate LGBTQ+ content into the RSE curriculum – this content will be taught as part of the overall curriculum, rather than a standalone topic or lesson. LGBTQ+ content will be approached in a sensitive, age-appropriate and factual way that allows pupils to explore the features of stable and healthy same-sex relationships.
- 8.8. All teaching and resources are assessed by the PSHE, RSE and citizenship curriculum 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.
- 8.9. 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.
- 8.10. Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning.
- 8.11. 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 On-line Safety and Acceptable Use Policy.
- 8.12. Teachers will establish what is appropriate for one-to-one and whole-class settings, and alter their teaching of the programmes accordingly.
- 8.13. 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.
- 8.14. The curriculum will be designed to use a variety of learning styles to suit the needs of all students.
- 8.15. Teachers will focus 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.

- 8.16. 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.
- 8.17. 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. Curriculum links

- 9.1. The school seeks opportunities to draw links between PSHE, RSE and Citizenship and other curriculum subjects wherever possible to enhance pupils' learning.
- 9.2. PSHE, RSE and Citizenship will be linked to the following subjects:
- Drama - Links present throughout the curriculum, in particular in regards to mental health and well-being, healthy and unhealthy relationships, bullying, diversity and online safety.
  - English - Links present throughout the curriculum, in particular in regards to mental health and well-being, healthy and unhealthy relationships, bullying, diversity, communities and online safety.
  - Geography - Links present throughout the curriculum, in particular in regards to diversity, multiculturalism, communities and society.
  - History - Links present throughout the curriculum, in particular in regards to equality, diversity, prejudice and discrimination, democracy, parliament and society.
  - ICT and Computing – Links present throughout the curriculum, in particular in regards to online safety.
  - Mathematics – Links present throughout the curriculum, in particular in regards to finance.
  - Modern Foreign Languages - Links present throughout the curriculum, in particular in regards to relationships, diversity, multiculturalism, communities and society.

- Music – Links present throughout the curriculum, in particular in regards to mental health and well-being.
- PE - Links present throughout the curriculum, in particular in regards to healthy, active lifestyles, mental health, self-esteem, and fostering positive relationships.
- Religious Education - Links present throughout the curriculum, in particular in regards to diversity, multiculturalism, prejudice and discrimination, communities, relationships, families, sex education, and the justice system.
- Science – Links present throughout the curriculum, in particular in regards to physical health, bodily anatomy, sex education, infection and disease, and drugs and alcohol.
- Technology, Art, Creative - Links present throughout the curriculum, in particular in regards to mental health and well-being, diversity and multiculturalism and healthy lifestyles.

## **10. Working with parents**

- 10.1. The school understands that parents' role in the development of their children's understanding about relationships and health is vital.
- 10.2. The school will work closely external agencies and also consider the opinions and needs of parents when planning and delivering the content of the school's, RSE and health education curriculum.
- 10.3. The school will hold a parent panel consultation.
- 10.4. When communicating with parents, the school will provide:
  - The curriculum content, including what will be taught and when.
  - Information about parents' right to withdraw their child from non-statutory elements of RSE and health education.
- 10.5. The school understands that the teaching of some aspects of the curriculum may be of concern to parents.
- 10.6. If parents have concerns regarding RSE and health education, they may submit these via email to [office@bishopr.co.uk](mailto:office@bishopr.co.uk), or contact the school office to arrange a meeting with the PSHE, RSE and Citizenship Curriculum Leader.

- 10.7. Parents will be informed on the curriculum content, through newsletters and via the school website.

## **11. Working with external agencies**

- 11.1. Working and communicating with external agencies and parents can enhance our delivery of RSE and health education, and brings in specialist knowledge and different ways of engaging pupils.
- 11.2. External experts will be invited to assist with the delivery of the PSHE, Citizenship and RSE curriculum but will be expected to comply with the provisions of this policy.
- 11.3. The school will check the visitor/visiting organisation's credentials of all external agencies.
- 11.4. The school will ensure the teaching delivered by the external experts fits with the planned curriculum and provisions of this policy.
- 11.5. The school will discuss with the visitor the details of how they intend to deliver their sessions and ensure the content is age-appropriate and accessible for all pupils.
- 11.6. The school and the visitor will agree on how confidentiality will work in any lesson and that the visitor understands how safeguarding reports must be dealt with in line with the school's Child Protection and Safeguarding Policy.
- 11.7. The school will use visitors to enhance teaching by an appropriate member of teaching staff, not to replace teaching by those staff.

## **12. Withdrawal from lessons**

- 12.1. Parents have the right to request that their child is withdrawn from some or all of sex education delivered as part of statutory RSE.
- 12.2. Parents **do not** have a right to withdraw their child from the relationships or health elements of the programmes.
- 12.3. Requests to withdraw a child from sex education must be made in writing to the headteacher.

- 12.4. Before granting a withdrawal request, the headteacher will discuss the request with the parents and, as appropriate, the child, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum.
- 12.5. The headteacher will inform parents of the benefits of their child receiving RSE and any detrimental effects that withdrawal might have.
- 12.6. All discussions with parents will be documented. These records will be kept securely in the school office in line with the school's procedures for student record keeping.
- 12.7. Following discussions with parents, the school will respect the parents' request to withdraw their child up to and until three terms before the child turns 16. After this point, if the child wishes to receive RSE rather than be withdrawn, the school will make arrangements to provide the child with RSE.
- 12.8. Pupils who are withdrawn from RSE will receive appropriate, purposeful education during the full period of withdrawal.
- 12.9. For requests concerning the withdrawal of a pupil with SEND, the headteacher may take the pupils' specific needs into account when making their decision.

### **13. Equality and accessibility**

- 13.1. The school will comply with the relevant requirements of the Equality Act 2010 and will ensure the curriculum does not discriminate against pupils because of their:
  - Age
  - Sex
  - Race
  - Disability
  - Religion or belief
  - Gender reassignment
  - Pregnancy or maternity
  - Marriage or civil partnership
  - Sexual orientation

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

## **14.Safeguarding and confidentiality**

- 14.1. All pupils will be taught about keeping themselves safe, including online, as part of a broad and balanced curriculum.
- 14.2. Confidentiality within the classroom is an important component of PSHE, Citizenship and RSE education, and teachers are expected to respect the confidentiality of their pupils as far as is possible.

- 14.3. Teachers will, however, understand that some aspects of the curriculum 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.
- 14.4. Pupils will be made aware of how to raise their concerns or make a report, and how their report will be handled – this includes the process for when they have a concern about a peer.

## **15.Assessment**

- 15.1. The school has the same high expectations of the quality of pupils' work in PSHE, Citizenship and RSE education, as for other curriculum areas.
- 15.2. Lessons are planned to provide suitable challenge to pupils of all abilities.
- 15.3. There are no formal examinations for PSHE, Citizenship and RSE education,; however, to assess pupil outcomes, the school will capture progress in the following ways:
  - Self and Peer Assessment
  - Student surveys
  - Self-evaluations/audits of need
  - Staff surveys
  - Learning Walks
  - Book Scrutinies

## **16.Staff training**

- 16.1. Training will be provided by the PSHE, RSE and citizenship curriculum leader to the relevant members of staff on a regular basis to ensure they are up-to-date with the RSE and health education curriculum.
- 16.2. Training will also be scheduled around any updated guidance on the curriculum and any new developments, such as “sexting”, which may need to be addressed in relation to the curriculum.
- 16.3. Appropriately trained staff will be able to give pupils information on where and how to obtain confidential advice, counselling and treatment.



## **17. Monitoring quality**

- 17.1. The PSHE, RSE and citizenship curriculum leader is responsible for monitoring the quality of teaching and learning for the subject.
- 17.2. The PSHE, RSE and citizenship curriculum 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
  - Student Surveys
  - Staff Surveys
- 17.3. The PSHE, RSE and citizenship curriculum leader will annually review the curriculum and report to the relevant line manager and SLT with regard to the coverage, appropriateness and the quality of the subjects delivered.
- 17.4. The PSHE, RSE and citizenship curriculum leader will work regularly and consistently with the pastoral team and their SLT line manager. Regular review meetings will evaluate the effectiveness of the subjects and allow any changes to be made in accordance to school need and changing contexts.

## **18. Monitoring and review**

- 18.1. This policy will be reviewed by the SLT line manager in conjunction with the PSHE, RSE and citizenship curriculum leader on an annual basis.
- 18.2. Any changes needed to the policy, including changes to the programmes, will be implemented by the SLT line manager and approved by the governing body.
- 18.3. Any changes to the policy will be clearly communicated to all members of staff and, where necessary, parents and pupils, involved in the RSE and health education curriculum.

18.4. The next scheduled review date for this policy is September 2025.