



Bishop Rawstorne Church of England Academy

PSHEe, RSE & Citizenship Policy

*I have come in order that you might have life – life in all its fullness.
John 10:10*

Aspire Believe Achieve

This policy 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.

Review date: November 2019

Next review date: November 2020

Reviewed by: Mrs Lane

Approved by the FGB – 10 December 2019

Contents:

Statement of intent

1. [Legal framework](#)
2. [Roles and responsibilities](#)
3. [Organisation of the RSE and health education curriculum](#)
4. [RSE subject overview](#)
5. [Health education subject overview](#)
6. [Citizenship Subject Overview](#)
7. [PSHE, RSE and Citizenship programmes of study](#)
8. [Delivery of the curriculum](#)
9. [Curriculum links](#)
10. [Working with parents](#)
11. [Working with external agencies](#)
12. [Withdrawal from lessons](#)
13. [Equality and accessibility](#)
14. [Safeguarding and confidentiality](#)
15. [Assessment](#)
16. [Staff training](#)
17. [Monitoring quality](#)
18. [Monitoring and review](#)

Appendices

[Appendix 1 – Letter to Parents Regarding RSE](#)

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.

Statement of intent

As a Christian school, Bishop Rawstorne notes the importance of educating the whole child. The values and ethos of our school are central to our teaching of PSHE, RSE and Citizenship, which are integrated into all aspects of life at Bishop Rawstorne including classroom teaching, tutor group time, worship and extra-curricular activities.

Personal, social, health and economic education, along with RSE and Citizenship, allows our young people to grow and develop as individuals, as members of families and of social and economic communities. Taught mainly in form groups, our PSHE, RSE and Citizenship curriculum is designed to allow students to discuss challenging material sensitively and as part of their form group community. It is a subject that we regard as invaluable as it equips our students with the knowledge, understanding, attitudes and practical skills to live healthy, safe, productive, fulfilled, capable and responsible lives. PSHE and RSE education enables our students to reflect on and clarify their own values and attitudes, and explore the complex and sometimes conflicting range of values and attitudes they may encounter now and also in the future.

Citizenship allows students to consider how we live together in our communities and about how we 'get on' locally, nationally and globally. It is about ensuring that everyone has the knowledge and skills to understand, engage with and challenge the main pillars of our democratic society - politics, the economy and the law. Our aim through Citizenship is to develop well-informed, educated citizens with the confidence and appetite to take part in society; to question injustice and to drive change. In essence, the best way to guarantee a brighter future for all is to create a society in which we all understand our rights and responsibilities and in which everyone is equipped and ready to play an active part.

We have an obligation to provide students with high-quality, evidence and age-appropriate teaching of these subjects. This policy outlines how the school's PSHE, Citizenship and RSE curriculum will be organised and delivered, to ensure it meets the needs of all students.

“Whatever you do, do it with all of your heart...” Colossians 2:23

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 (2020) '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 students' spiritual, moral, social and cultural (SMSC))
- SMSC requirements for independent schools (guidance for independent schools on how they should support students' 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 students 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 students with SEND.
- Providing clear information to parents on the subject content and the right to request that their child is withdrawn.
- Ensuring RSE and health education is resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.
- Maintaining and developing the religious ethos of the school.

2.2. The headteacher is responsible for:

- The overall implementation of this policy.
- Ensuring all staff are suitably trained to deliver the subjects.
- Ensuring parents are fully informed of this policy.
- Reviewing all requests to withdraw students from non-statutory elements of the RSE and health education curriculum.
- Discussing withdrawal requests with parents, and the child if appropriate, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum, including the benefits of receiving the education.
- Ensuring withdrawn students receive appropriate, purposeful education during the period of withdrawal.
- Encouraging parents to be involved in consultations regarding the school's RSE and health education curriculum.
- Reviewing this policy on an annual basis.

- Reporting to the governing board on the effectiveness of this policy and the curriculum.

2.3. The 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 students with SEND.
- Liaising with the pastoral team about key topics, resources and support for individual students 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 students may make as a result of the subject content to the DSL.
- Responding appropriately to students whose parents have requested to withdraw them from the non-statutory components of RSE, by providing them with alternative education opportunities.

2.5. The SENCO is responsible for:

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

3. Organisation of the RSE and health education curriculum

- 3.1. All schools providing secondary education are required to deliver statutory RSE and all state-funded schools are required to deliver health education.
- 3.2. For the purpose of this policy, “**relationships and sex education**” is defined as teaching students about developing healthy, nurturing relationships of all kinds, and helping them to understand human sexuality and to respect themselves and others.
- 3.3. For the purpose of this policy, “**health education**” is defined as teaching students about how they can make good decisions about their own health and wellbeing, and how physical health and mental wellbeing are interlinked.
- 3.4. The RSE and health education curriculum will be developed in consultation with teachers, students and parents, and in accordance with DfE recommendations.
- 3.5. We will gather the views of teachers, students and parents in the following ways:
 - Questionnaires
 - Meetings
 - Letters
 - Training sessions

- 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 students 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 students' 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 students' knowledge on the topics taught at a primary level, in addition to the content outlined in this section.

Families

- 4.2. By the end of secondary school, students will know:
 - That there are different types of committed, stable relationships.
 - How these relationships might contribute to human happiness and their importance for bringing up children.
 - What marriage 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. Students 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, students will know:

- The characteristics of positive and healthy friendships in all contexts (including online), including trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationships.
- 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, students 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, students will know:

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

Intimate and sexual relationships, including sexual health

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

- How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.
- That all aspects of health can be affected by choices they make in sex and relationships, positively and negatively, 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 students' 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, students will know:
- How to talk about their emotions accurately and sensitively, using appropriate vocabulary.
 - That happiness is linked to being connected to others.
 - How to recognise the early signs of mental wellbeing concerns.
 - Common types of mental ill health, 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, students will know:
- the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (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, students will know:

- The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.
- The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, 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, students will know:

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

Drugs, alcohol and tobacco

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

- The facts about legal and illegal drugs and their associated risks, including the link between drug use and serious mental health conditions.
- The law relating to the supply and possession of illegal substances.
- The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.
- The physical and psychological consequences of addiction, including alcohol dependency.
- Awareness of the dangers of drugs which are prescribed but still present serious health risks.
- The facts about the harms from smoking tobacco (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, students will know:

- About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.
- About dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.
- [This should be taught to students in the later years 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, students 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, students will know:

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

6. Citizenship Subject Overview

6.1 In Key Stage 3 students 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 students 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:

- Friendships
- Bullying
- British Values
- Peer Pressure
- Online Safety
- Mental Health
- Healthy Lifestyles
- Healthy Eating
- How does the UK Government work?
- Smoking

- Alcohol and Drugs
- Puberty
- Puberty and Emotions
- Puberty and Hygiene
- Periods and Protection
- CEOPS
- Positive Relationships

7.3. Year 8:

- Bullying
- Body Image
- British Values
- Careers
- Dying for a Dip – Lancashire Fire Service
- Basic First Aid
- How does the UK Government work?
- Healthy Lifestyles
- Mental Health
- Money Management
- Online Safety
- Peer Pressure
- Positive Relationships
- Puberty
- Smoking

7.4. Year 9:

- Bullying
- British Values

- Consent and the Law
- First Aid including CPR
- Introduction to Sexual Health
- Mental Health
- Online Safety
- Positive Relationships
- Substance Abuse
- Types of Relationships and Families
- The UK Government and Justice System

7.5. Year 10:

- Alcohol and Drug use, including possible consequences.
- Being Safe
- Bullying
- British Values
- Careers
- Consent
- Mental Health
- Positive Relationships, including what constitutes an unhealthy, criminal or abusive relationship.
- PREVENT
- Risky behaviour including dangerous driving and driving under the influence.
- Sexual Health, including contraception, STI's and pregnancy.
- The Online World, including body image and self-esteem.
- The UK Government and Justice System

7.6. Year 11:

- Alcohol and Drug use, including possible consequences.
- Being Safe
- Benefits of self-examination and health screening
- British Values
- Consent
- Criminal behaviour including knife crime, drug use and County Lines.
- Mental Health
- Positive Relationships, including what constitutes an unhealthy, criminal or abusive relationship.
- Prevent
- Risky behaviour, including gambling.
- Relationships online, including the creating and sharing of indecent images.
- Sexual Health, including contraception, STI's and pregnancy.
- The UK Government and Justice System

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 students clearly, in a carefully sequenced way, within a planned scheme of work.
 - Teaching includes sufficient and well-chosen opportunities and contexts for students to embed new knowledge so that it can be used confidently in real-life situations.
- 8.2. RSE and health education complement several national curriculum subjects. Where appropriate, the school will look for opportunities to make links between the subjects and integrate teaching.
- 8.3. The RSE and health education curriculum will be delivered by appropriately trained members of staff.
- 8.4. The curriculum will proactively address issues in a timely way in line with current evidence on pupil's physical, emotional and sexual development.

- 8.5. RSE and health education will be delivered in a non-judgemental, age-appropriate, factual and inclusive way that allows students to ask questions in a safe environment.
- 8.6. Teaching of the curriculum reflects requirements set out in law, particularly in the Equality Act 2010, so that students understand what the law does and does not allow, and the wider legal implications of the decisions they make.
- 8.7. 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 students 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 students, 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 students 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 students.
 - Students will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures taken to ensure this are outlined in the school's 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 students' 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 focus on boys as much as girls and activities will be planned to ensure both are actively involved, matching their different learning styles.
- 8.15. Teachers will focus heavily on the importance of marriage and healthy relationships when teaching RSE, though sensitivity will always be given as to not stigmatise students on the basis of their home circumstances.

- 8.16. Teachers will ensure lesson plans focus on challenging perceived views of students based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.
- 8.17. In teaching the curriculum, teachers will be aware that students may raise topics such as self-harm and suicide. When talking about these topics in lessons, teachers will be aware of the risks of encouraging these behaviours and will avoid any resources or material that appear as instructive rather than preventative.

9. Curriculum links

- 9.1. The school seeks opportunities to draw links between RSE and health education and other curriculum subjects wherever possible to enhance students' learning.
- 9.2. RSE and health education will be linked to the following subjects:
 - **Citizenship** – students are provided with the knowledge, skills and understanding to help prepare them to play a full and active part in society, including an understanding of how laws are made and upheld and how to make sensible decisions.
 - **Science** – students are taught about the main external parts of the body and changes to the human body as it grows, including puberty.
 - **ICT and computing** – students are taught about how they can keep themselves safe online and the different risks that they may face online as they get older.
 - **PE** – students can develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sport and lead healthy, active lives.
 - **PSHE** – students learn about respect and difference, values and characteristics of individuals.

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. 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.
- 10.4. The school understands that the teaching of some aspects of the curriculum may be of concern to parents.
 - 10.5. If parents have concerns regarding RSE and health education, they may submit these via email to office@bishopr.co.uk, or contact the school office to arrange a meeting with the PSHE, RSE and Citizenship Curriculum Leader.
 - 10.6. Parents will be informed on the curriculum content, through letters 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 students.
- 11.2. External experts may be invited to assist from time-to-time 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 students.
- 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. Students who are withdrawn from RSE will receive appropriate, purposeful education during the full period of withdrawal.
- 12.9. For requests concerning the withdrawal of a pupil with SEND, the headteacher may take the students' specific needs into account when making their decision.

13. Equality and accessibility

- 13.1. The school will comply with the relevant requirements of the Equality Act 2010 and will ensure the curriculum does not discriminate against students because of their:
 - Age
 - Sex
 - Race
 - Disability
 - Religion or belief
 - Gender reassignment
 - Pregnancy or maternity
 - Marriage or civil partnership
 - Sexual orientation
- 13.2. The school will consider the backgrounds, gender, age range and needs of its students and determine whether it is necessary to put in place additional support for students with the above protected characteristics.
- 13.3. The school understands that students with SEND are entitled to learn about RSE and health education, and the curriculum will be designed to be inclusive of all students.

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

14. Safeguarding and confidentiality

- 14.1. All students will be taught about keeping themselves safe, including online, as part of a broad and balanced curriculum.
- 14.2. Confidentiality within the classroom is an important component of PSHE, Citizenship and RSE education, and teachers are expected to respect the confidentiality of their students 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. Students will be made aware of how to raise their concerns or make a report, and how their report will be handled – this includes the process for when they have a concern about a peer.

15. Assessment

- 15.1. The school has the same high expectations of the quality of students' work in PSHE, Citizenship and RSE education, as for other curriculum areas.
- 15.2. Lessons are planned to provide suitable challenge to students 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:

- Student surveys
- Self-evaluations/audits of need

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 students 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

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 students, involved in the RSE and health education curriculum.
- 18.4. The next scheduled review date for this policy is September 2020.

