# Relationships and Sex Education

# 2024-2025

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Policy Renewal: October 2025
Reviewed by the LGB Governors

"The Governors of Stanley High School are committed to safeguarding and promoting the welfare of children and young people at every opportunity and expect all staff and volunteers to share this commitment"

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## 1. Statement of intent

At Stanley High School, we understand the importance of educating students about sex, relationships, and their health, for them to make responsible and well-informed decisions in their lives. The teaching of RSHE can help to prepare students for the opportunities, responsibilities, and experiences of adult life. It allows us to promote the spiritual, moral, social, cultural, mental, and physical development of students at school and in the wider society. 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 RSHE curriculum will be organised and delivered, to ensure it meets the needs of all students.

Our intent is to nurture happy, healthy young people who have the knowledge,
academic achievement and strength of character to lead safe and successful lives in modern Britain, preparing them for their next steps in education or employment with a thirst for lifelong learning. We ensure that every member of our school community knows that we are committed to supporting their physical health, safety, and emotional wellbeing throughout their journey with us.

## 2. Legal framework

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

- Equality Act 2010
- DfE 'Keeping children safe in education' 2024
- DfE 'National curriculum in England: science programmes of study' 2015
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Children and Social Work Act 2017
- In teaching RSHE we must have regard to guidance issued by the Secretary of State as outlined in Section 403 of the Education Act.

## 3. Policy development

This policy has been developed in consultation with stakeholders. The consultation and policy development process involved the following steps:

- Review –Aimee Ellis and Cathy Rae collated all relevant information including relevant national and local guidance.
- Staff consultation – school staff were given the opportunity to look at the policy and make recommendations.
- Parent/stakeholder consultation – parents and any interested parties were invited to attend a consultation about the policy.
- Student consultation – we investigated what exactly students want from their RSHE through consultation through evaluations, questionnaires, and group sessions.
- Ratification – once amendments were made, the policy was shared with governors and ratified.

## 4. Definition

RSHE is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.
RSHE involves a combination of sharing information and exploring issues and values and signposting to support. RSHE is not about the promotion of sexual activity.

## 5. Roles and responsibilities

The governing board is responsible for:

- Ensuring all students make progress in achieving the expected educational outcomes.
- Ensuring the RSHE and health education curriculum is well-led, effectively managed and well-planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring that teaching is delivered in ways that are accessible to all students with SEND.

- Providing clear information to parents on the subject content and the right to request that their child is withdrawn.
- Ensuring RSHE is resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.

| **Role** | **Responsibility** |
|---|---|
| Headteacher (N Gregg) | Overall responsibility |
| Deputy Headteacher (J Goodier) | Pastoral and Wellbeing |
| Associate Assistant Headteacher (C Rae) | Personal Development |
| Lead for PD | Leadership and Management of PD Curriculum |
| PD Teachers | Teaching of PD curriculum |
| Form Tutors | Delivering PSHE focus |

The Headteacher is responsible for, and may delegate through Deputy Headteacher Headteacher/Deputy Headteacher.

- The overall implementation of this policy.
- Ensuring all staff are suitably trained to deliver the subjects.
- Ensuring parent are fully informed of this policy.
- Reviewing all requests to withdraw students from non-statutory elements of the RSHE 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
- RSHE and health education curriculum.
- Reviewing this policy on an annual basis.
- Reporting to the governing board on the effectiveness of this policy and the
- curriculum.

The Lead for PD is responsible for:

- Planning the delivery of RSHE within the PD curriculum.
- Working closely with colleagues in related curriculum areas to ensure the RSHE 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 RSHE curriculum and advising on their implementation.
- Monitoring the learning and teaching of RSHE, 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 RSHE.
- 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.

Curriculum and pastoral staff are responsible for:

- Acting in accordance with, and promoting, this policy
- Delivering RSHE 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 RSHE.

- Liaising with the SENCO about identifying and responding to the individual needs of students with SEND.
- Liaising with the Lead for PD about key topics, resources and support for individual pupils.
- Monitoring student progress in RSHE.
- Reporting any concerns regarding the teaching of RSHE the Lead for PD or another 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 RSHE, by providing them with alternative education opportunities.
- Staff do not have the right to opt out of teaching RSHE. Staff who have concerns
- about teaching RSHE are encouraged to discuss this with their line manager or the Assistant Headteacher.

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.

**6. RSHE Subject Overview**

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

*Families*

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.
- 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.

*Being safe*

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.

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 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.

*Respectful relationships, including friendships*

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.
- 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.
- The types of behaviour in relationships that can be 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*

By the end of secondary school, students will know:

- Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.
- About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.
- Not to provide material to others that they would not want shared further and not to share personal material which is sent to them.
- What to do and where to get support to report material or manage issues online.
- The impact of viewing harmful content.
- That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.

- That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail
- How information and data is generated, collected, shared and used online.

**7. Health education subject overview**

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*

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*

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, over-reliance on online relationships, the risks related to online gambling, how information is targeted at them and how to be a discerning consumer of information online.
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*

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.
- About the science relating to blood, organ and stem cell donation.

*Healthy eating*

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*

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 addition, 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, the benefits of quitting and how to access the support to do so.

*Health and prevention*

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.
- 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*

- 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*

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

**8 RSHE programmes of study**

# STANLEY HIGH SCHOOL
## YEAR 7: HOW AM I CHANGING?

| | Lesson Title | | Lesson Title | | Lesson Title |
|---|---|---|---|---|---|
| 1 | Standards and Expectations in PD | 16 | **Healthy lifestyles:** What are the characteristics and benefits of a healthy lifestyle? | 28 | **Mental wellbeing:** What is mental wellbeing? How can we maintain positive mental wellbeing? Why is contact with others important? |
| 2 | **Citizenship: The Island-** What does our governance look like? | 17 | **Healthy lifestyles:** What are the benefits of a range of physical activities? | 29 | **Mental wellbeing:** How does our time online impact on our mental wellbeing? |
| 3 | **Citizenship: The Island-** What do our rules and laws look like? | 18 | **Healthy lifestyles:** How is sport/exercise adapted for people of all abilities? | 30 | **Mental wellbeing:** What are emotions? How can I best describe my emotions? How do I manage my emotions? |
| 4 | **Citizenship: The Island-** How do we divide our resources? | 19 | **Healthy Lifestyles:** How do we look after our dental health? | 31 | **Mental wellbeing:** How can I manage my anger? |
| 5 | **Citizenship: The Island-** What does our health care system look like? | 20 | **Healthy Lifestyles:** How do we protect ourselves against bacteria and viruses? What are vaccines? | 32 | **Mental wellbeing:** Self-harm – What is it? What help is there? |
| | | | | | May Half-Term |
| 6 | **Citizenship: The Island-** How should we be allowed to protect ourselves? | 21 | Assessment | 33 | **Finance:** What are the key financial terms I need to know? |
| | | | February Half-Term | | |
| 7 | **Citizenship: The Island-** What happens when there is a community dilemma? | 22 | Feedback Lesson | 34 | **Finance:** Where should I put my money? |
| 8 | Citizenship: The Island: Assessment | 23 | **Drugs awareness:** What are drugs? What types of drugs are there? General overview of drugs | 35 | **Finance:** How should I save my money? |
| | October Half-Term | | | | |
| 9 | **Changing relationships:** What do the relationships in my life look like? | 24 | **Drugs awareness:** Nicotine: How harmful is smoking tobacco? INTENT PROGRAMME | 36 | **Finance:** How do I know if I am getting good value for money? |
| 10 | **Changing relationships:** How are our friendships and family relationships changing? | 25 | **Drugs awareness:** What does the law say about smoking? How do you quit smoking? INTENT PROGRAMME | 37 | **Finance:** How do I spend my money ethically? |
| 11 | **Changing relationships:** How can we show respect for each other's differences? | 26 | **Drugs awareness:** Vaping, e-cigarettes and shisha: How harmful are the alternative ways of inhaling nicotine? | 38 | **Finance:** How might money affect my mental health? |
| 12 | **Changing bodies:** What is puberty? What changes will bodies go through? How do our hygiene routines need to change as we hit puberty? | 27 | **Drugs awareness:** Alcohol: What are the risks? | 39 | How do we stay safe over the summer holidays? |
| 13 | **Changing bodies:** What is the menstrual cycle? What products are available for use during a period? What impact does puberty have on our brains? | | Easter Holidays | | Summer Holidays |
| 14 | **Changing bodies:** What impact does puberty have on sexual feelings? What are wet dreams? | | | | |
| 15 | Changing bodies: What is FGM and what are the risks? | | | | |
| | Christmas Holidays | | | | |

# STANLEY HIGH SCHOOL

## YEAR 8: HOW AM I BECOMING A BETTER CITIZEN?

| | Lesson Title |
|---|---|
| 1 | Standards and Expectations in PD |
| 2 | **Citizenship:** What does respect look like at Stanley High? |
| 3 | **Citizenship:** Why is the Equality Act so important in Britain today? |
| 4 | **Citizenship:** How have women's rights changed in Britain? |
| 5 | **Citizenship:** Is Britain a racist country? |
| 6 | **Citizenship:** What are homophobia and transphobia? |
| 7 | **Citizenship:** What is extremism? |
| 8 | **Citizenship:** How has social action improved the way we live in Britain today? |
| | **October Half-Term** |
| 9 | **Online safety:** How are we expected to behave online? |
| 10 | **Online safety:** How can we critically analyse the information that we find on the internet? |
| 11 | **Online safety:** What does it mean to be a digital citizen? What are the responsibilities that we have as digital citizens? |
| 12 | **Online safety:** How can social media affect our mental wellbeing? |
| 13 | **Online safety:** What impact does the internet have on society's perceptions of beauty? How does this impact on body image? |
| 14 | **Online safety:** How can a negative body image impact on mental wellbeing? Body dysmorphia, overuse of plastic surgery etc. What support is there? |
| 15 | **Online Safety:** How do we identify and report harmful content? |
| | **Christmas Holidays** |

| | Lesson Title |
|---|---|
| 16 | **Relationships/ Online safety:** Sexting/sending nudes – what is it? The law? Why do people do it? The risks? |
| 17 | **Relationships:** What is consent? How do we know if someone has consented to sex? |
| 18 | **Relationships:** What does self-respect look like? |
| 19 | **Relationships:** What does an unsafe relationship look like? |
| 20 | **Relationships:** How do we get help when we are experiencing harmful behaviours in a relationship? |
| 21 | **Assessment** |
| | **February Half-Term** |
| 22 | **Drugs awareness:** What impact might a drugs conviction have on your life? What impact do drugs have on society? |
| 23 | **Drugs awareness:** What is nitrous oxide? What is the law? What are the effects and risks of inhaling nitrous oxide? |
| 24 | **Drugs awareness:** What is cannabis? |
| 25 | **Drugs awareness:** Should cannabis be legalised? |
| 26 | **INTENT Programme:** Why should we say no to smoking? |
| 27 | **INTENT Programme:** What impact do smoking and vaping have? |
| | **Easter Holidays** |

| | Lesson Title |
|---|---|
| 28 | **Financial Education:** What is a loan? |
| 29 | **Financial Education:** How do I make an informed decision about whether to borrow money? |
| 30 | **Financial Education:** How do interest rates affect my debt? |
| 31 | **Financial Education:** How does an overdraft compare to a credit card? |
| 32 | **Financial Education:** What are manageable debts vs unmanageable debts? |
| | **May Half-Term** |
| 33 | **MVP** |
| 34 | **MVP** |
| 35 | **MVP** |
| 36 | **First Aid:** How do we treat minor injuries? |
| 37 | **First Aid:** How do we treat an allergic reaction or asthma attack? |
| 38 | **First Aid:** How do we administer life-saving first aid? |
| 39 | How do we stay safe over the summer holidays? |
| | **Summer Holidays** |

# STANLEY HIGH SCHOOL

## YEAR 9: HOW SHOULD I KEEP MYSELF AND OTHERS SAFE?

| | Lesson Title |
|---|---|
| 1 | Standards and Expectations in PD |
| 2 | **Finance:** How do we assess a financial risk? |
| 3 | **Finance:** What is an investment? |
| 4 | **Finance:** How do I protect myself against a financial risk? |
| 5 | **Finance:** Do I need insurance? |
| 6 | **Finance/Online:** What is the impact of gambling? |
| 7 | **Finance/Online:** What is targeted advertising? |
| 8 | **Finance/Online:** What is identity theft and how do I protect myself? |
| | **October Half-Term** |
| 9 | **Online safety:** What is the role of a social media influencer? What impact do influencers have on us? |
| 10 | **Online Safety:** What does the law say about selling drugs and weapons online? |
| 11 | **Online safety:** What is 'catfishing'? |
| 12 | **Online safety:** What are 'deepfakes'? What are the risks of AI? |
| 13 | **Online safety:** What is up-skirting? |
| 14 | **Online safety:** What is sextortion? |
| 15 | **Online Safety:** Why do people share indecent images online? |
| | Christmas Holidays |

| | Lesson Title |
|---|---|
| 16 | **Relationships:** What is meant by 'sexual consent'? What is the law and why is consent essential? How do we manage sexual pressure? |
| 17 | **Relationships:** What is meant by 'safe sex'? What are STIs? |
| 18 | **Relationships:** How do contraception methods protect us? |
| 19 | **Relationships:** What choices are available for unwanted pregnancies? |
| 20 | **Relationships:** What constitutes sexual harassment, sexual abuse and rape? |
| 21 | **Relationships:** What is the data about sexual harassment and abuse? |
| | **February Half-Term** |
| 22 | **Relationships:** Controlling behaviour and coercive control in relationships: What are the signs and stages? |
| 23 | **Relationships:** What is child sexual exploitation? How are people groomed into sexual exploitation? |
| 24 | **Relationships:** What is domestic abuse? What are the signs? What help can people get? |
| 25 | **Relationships:** What is honour-based violence? |
| 26 | **Relationships:** What are the differences between arranged and forced marriages? Why should marriage be a choice? |
| 27 | **Relationships:** What does the law say about FGM, virginity testing and hymenoplasty? |
| | Easter Holidays |

| | Lesson Title |
|---|---|
| 28 | **Mental Wellbeing:** What stigmas are there around mental wellbeing concerns? How can we break down these stigmas? |
| 29 | **Mental Wellbeing:** What impact does bullying have on individuals and those around us? |
| 30 | **Mental Wellbeing:** How do we talk openly about grief and suicide? |
| 31 | **Assessment** |
| 32 | **Feedback Lesson** |
| | **May Half-Term** |
| 33 | **Drugs awareness:** What is addiction? What types of addictions are more common? What are the chemical and behavioural effects of addiction? |
| 34 | **Drugs awareness:** What are the effects of addiction on individual/society? |
| 35 | **Drugs awareness:** MDMA/Ecstasy: What are the risks? |
| 36 | **Drugs awareness:** Cocaine: What are the risks? |
| 37 | **Drugs awareness:** What does the term 'county lines' mean? How are people recruited? |
| 38 | **Intent Programme:** What are the risks of smoking? |
| 39 | How do we stay safe over the summer holidays? |
| | Summer Holidays |

# STANLEY HIGH SCHOOL

## YEAR 10: HOW AM I PREPARING FOR MY FUTURE?

| | Lesson Title | | Lesson Title | | Lesson Title |
|---|---|---|---|---|---|
| 1. A&B | **Relationships**: What does the law say about sending indecent images? | 9. A&B | **Informed health decisions:** What are blood, stem cell and organ donation? | 15. A&B | **INTENT PROGRAMME:** Anti-smoking |
| 2. A&B | **Relationships**: What is pornography? | 10. A&B | **Informed health decisions:** Why is self-examination important? (Breast and cervical cancer) | 16. A&B | **INTENT PROGRAMME:** Anti-smoking |
| 3. A&B | **Relationships**: What impact might pornography have on our relationships? | 11. A&B | **Informed health decisions:** Why is self-examination important? (Testicular and prostate cancer) | 17. A&B | **INTENT PROGRAMME:** Anti-smoking |
| 4. A&B | **Relationships**: What impact might pornography have our on our brains and body image? | | **February Half-Term** | | **May Half-Term** |
| | **October Half-Term** | | | | |
| 5. A&B | **Relationships**: How do maintain healthy relationships? | 12. A&B | **Drugs awareness:** What are the risks of PCP? | 18. A&B | **Finance**: What do I need to know about money in the world of work? |
| 6. A&B | **Relationships**: How can we manage conflict healthily in a relationship? | 13. A&B | **Drugs awareness:** Drugs - What harm does it cause to people around the world? The drug supply chain | 19. A&B | **Finance**: Why do we pay income tax? |
| 7. A&B | **Relationships**: What is coercive control? | 14. A&B | **Drugs awareness:** What is the impact of drugs and alcohol on decisions about sex? | 20. A&B | **Finance**: What is a pension? |
| 8. A&B | **Relationships**: Stalking and harassment: what is the law? | | **Easter Holidays** | | How do we stay safe over the summer holidays? |
| | **Christmas Holidays** | | | | **Summer Holidays** |

# STANLEY HIGH SCHOOL

## YEAR 11: HOW AM I PREPARING FOR MY FUTURE?

| | Lesson Title | | Lesson Title | | Lesson Title |
|---|---|---|---|---|---|
| 1. A&B | **Citizenship:** Why is it important that I sign up to vote? | 9. A&B | **Relationships**: What decisions need to be made during pregnancy? | 15. A&B | **Mental wellbeing**: Maintaining positive mental health during the exam season. |
| 2. A&B | **Citizenship:** How does the media impact democracy in the UK? | 10. A&B | **Relationships:** How can we stay healthy during pregnancy? | 16. A&B | |
| 3. A&B | **Finance**: What is student finance? What are student loans? | 11. A&B | **Health**: What is the menopause? | 17. A&B | |
| 4 . A&B | **Finance**: What is the minimum wage? What is the living wage? What employee rights do I have? | | **February Half-Term** | | **May Half-Term** |
| | **October Half-Term** | | | | |
| 5. A&B | **Finance**: What is the difference between gross and net earnings? | 12. A&B | **Drugs awareness**: What harm can prescription drugs cause? What are anabolic steroids? | | |
| 6. A&B | How do I make my college applications? | 13. A&B | **Drugs awareness:** What are the risks of GHB? What does the law say about GHB? | | |
| 7. A&B | **Relationships:** What is fertility? What do we need to know about effective reproduction? | 14. A&B | **Drugs awareness:** What are the risks of ketamine? What does the law say about ketamine? | | |
| 8. A&B | **Relationships:** What is infertility? What help is accessible for infertility? | | **Easter Holidays** | | |
| | **Christmas Holidays** | | | | |

**9. Delivery of the curriculum**

Our Personal Development curriculum is built upon:

- Student Voice
- Safeguarding team feedback
- Pastoral team feedback
- Teacher voice
- Parent voice
- Responsive interaction
- Local community issues
- Research/news/subject updates.

RSHE curriculum will be delivered through the PD curriculum and form tutor time.

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.

RSHE complement several national curriculum subjects. Where appropriate, the school will look for opportunities to make links between the subjects and integrate teaching.

The RSHE curriculum will be delivered by appropriately trained members of staff. The curriculum will proactively address issues in a timely way in line with current evidence on pupil's physical, emotional and sexual development.

RSHE will be delivered in a non-judgemental, age appropriate, factual and inclusive way that allows students to ask questions in a safe environment. Teaching of the curriculum reflects requirements set out in law, particularly in the Equality Act 2010, so that students understand what the law does and does not allow, and the wider legal implications of the decisions they make.

The school will integrate LGBTQ+ content into the RSHE curriculum – this content will be taught as part of the overall curriculum, rather than a standalone topic or lesson. LGBTQ+ content will be approached in a sensitive, age-appropriate and factual way that allows students to explore the features of stable and healthy same-sex relationships.

All teaching and resources are assessed by the Lead for PD to ensure they are appropriate for the age and maturity of pupils, are sensitive to their religious backgrounds and meet the needs of any SEND, if applicable. Classes may be taught in gender-segregated groups dependent on the nature of the topic being delivered at the time, and the cultural background of students where it is only appropriate to discuss the body in single gender groups.

Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning. Inappropriate images, videos, etc. will not be used, and resources will be selected with sensitivity given to the age and cultural background of pupils.

Teachers will establish what is appropriate for one-to-one and whole class settings and alter their teaching of the programmes accordingly.

Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively and honestly.

The curriculum will be designed to focus on boys as much as girls and activities will be planned to ensure both are actively involved, matching their different learning needs.

Teachers will focus heavily on the promotion healthy relationships when teaching RSHE and 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.

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.

At all points of delivery of the curriculum, parents will be consulted, and their views will be valued. What will be taught and how, will be planned in conjunction with parents.

RSHE is assessed through end of unit knowledge checks and use of a range of AfL tasks (mini whiteboards/questioning and discussion) and is taught within Personal development (PD). We also teach aspects of RSHE through our form time programme.

**10. Curriculum links**

The school seeks opportunities to draw links between RSHE and other curriculum subjects wherever possible to enhance pupils' learning.

RSHE 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.

**11. Working with parents**

The school understands that parents' role in the development of their children's understanding about relationships and health is vital and will consult with parents when planning and delivering the content of the school's RSHE curriculum.

When in consultation with parents, the school will provide:

- The curriculum content, including what will be taught and when.
- Examples of the resources the school intends to use to deliver the curriculum.
- Information about parents' right to withdraw their child from non-statutory elements of RSHE.
- Parents will be provided with frequent opportunities to understand and ask questions about the school's approach to RSHE and health education.

- The school understands that the teaching of some aspects of the curriculum may be of concern to parents.
- If parents have concerns regarding RSHE, they may submit these via email to enquiries@stanleyhigh.co.uk
- Parents will be regularly consulted on the curriculum content, through termly PD newsletters.

**12. Working with External Agencies**

Working with external agencies can enhance our delivery of RSHE and brings in specialist knowledge and different ways of engaging pupils. External experts may be invited to assist from time-to-time with the delivery of the RSHE curriculum but will be expected to comply with the provisions of this policy.

- The school will check the visitor/visiting organisation's credentials of all external agencies.
- The school will ensure the teaching delivered by the external experts fits with the planned curriculum and provisions of this policy.
- The school will discuss with the visitor the details of how they intend to deliver their sessions and ensure the content is age-appropriate and accessible for all pupils.
- The school will request copies of the materials and lesson plans the visitor will use, to ensure it meets the full range of pupils' needs.
- The school and the visitor will agree on how confidentiality will work in any lesson and that the visitor understands how safeguarding reports must be dealt with in line with the school's Child Protection and Safeguarding Policy.
- The school will use visitors to enhance teaching by an appropriate member of teaching staff, not to replace teaching by those staff.

**13. Withdrawal from lessons**

- Parents have the right to request that their child is withdrawn from some or all of sex education delivered as part of statutory RSHE.
- Parents do not have a right to withdraw their child from the relationships or health elements of the programmes.
- Requests to withdraw a child from sex education will be made in writing to the Assistant Headteacher/Associate Assistant Headteacher.
- Before granting a withdrawal request, the Associate Assistant Headteacher will discuss the request with the parents and, as appropriate, the child, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum.
- The Assistant Headteacher will inform parents of the benefits of their child receiving RSHE and any detrimental effects that withdrawal might have.
- All discussions with parents will be documented. These records will be kept securely in the subject Co-Ordinator's file in line with the school's Records Management Policy.
- Following discussions with parents, the school will respect the parents' request to withdraw their child up to and until three terms before the child turns 16. After this point, if arrangements to provide the child with RSHE.
- Students who are withdrawn from RSHE will receive appropriate, purposeful education during the full period of withdrawal.
- For requests withdrawn from RSHE of a student with SEND, the Associate Assistant Headteacher may take students' specific needs into account when making their decision.

**14. Safeguarding and confidentiality**

All students will be taught about keeping themselves safe, including online, as part of a broad and balanced curriculum. Confidentiality within the classroom is an important component of RSHE and health education, and teachers are expected to respect the confidentiality of their students as far as is possible, in compliance with the school's Confidentiality Policy.

Teachers will, however, understand that some aspects of RSHE may lead to a pupil raising a safeguarding concern, e.g. disclosing that they are being abused, and that if a disclosure is made, the DSL will be alerted immediately. 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. Equality and accessibility**

The school will comply with the relevant requirements of the Equality Act 2010 and will ensure the curriculum does not discriminate against students because of their:

- Age
- Sex
- Race
- Disability
- Religion or belief
- Gender reassignment
- Pregnancy or maternity
- Marriage or civil partnership
- Sexual orientation

The school will consider the backgrounds, gender, age range and needs of its students and determine whether it is necessary to put in place additional support for students with the above protected characteristics. The school understands that students with SEND are entitled to learn about RSHE, and the curriculum will be designed to be inclusive of all pupils.

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. 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.

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.

The school will be actively aware of everyday issues such as sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture within which these are not tolerated. Any occurrences of such issues will be identified and tackled promptly.

The school will make clear that sexual violence and sexual harassment are not acceptable and will not be tolerated. Any reports of sexual violence or sexual harassment will be handled in accordance with the school's Behaviour Policy.

**16. Assessment**

The school has the same high expectations of the quality of students' work in RSHE as for other curriculum areas. Lessons are planned to provide suitable challenge to students of all abilities.
Assessments are used to identify where pupils need extra support or intervention. There are no formal examinations for RSHE; however, to assess student outcomes, the school will capture progress in the following ways:

- End of unit knowledge checks
- Self-evaluations

**17. Staff training**

Training will be provided by Lead for PD to the relevant members of staff on a termly basis to ensure they are up to date with the RSHE curriculum. Training will also be scheduled around any updated guidance on the curriculum and any new developments, such as "sexting", which may need to be addressed in relation to the curriculum.

Appropriately trained staff will be able to give students information on where and how to obtain confidential advice, counselling and treatment, as well as guidance on emergency contraception and their effectiveness. The Assistant Headteacher will ensure appropriate training is given to all staff teaching aspects of RSHE where necessary, and as appropriate to their needs. This may include external staff to deliver CPD.

**18. Monitoring and Evaluation**

The Lead for PD is responsible for monitoring the quality of teaching and learning for the subject.
The Lead for PD will conduct subject assessments which will include a mixture of the following:

- Self-evaluations
- Lesson observations
- Topic feedback forms
- Learning walks
- Work scrutiny
- Lesson planning scrutiny
- Student focus groups
- Parental questionnaire
- Department Reviews
- Vetting of material to be used by visiting speakers.

The Lead for PD will work regularly and consistently with the Associate Assistant Headteacher e.g. through regular review meetings, to evaluate the effectiveness of the subjects and implement any changes.

**19 Monitoring and review**

This policy will be reviewed by the Associate Assistant Headteacher in conjunction with the Lead for PD on an annual basis. Any changes needed to the policy, including changes to the programmes, will be implemented by the Associate Assistant Headteacher and Lead for PD and will be clearly communicated to teachers and, where necessary, parents and students, involved in the RSHE curriculum. The next scheduled review date for this policy is October 2025.