Secondary School Relationships & Sex Education (RSE) and Health Education Policy

THIS POLICY APPLIES TO SECONDARY SCHOOLS/ACADEMIES IN THE HEARTWOOD LEARNING TRUST

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Contents

Policy Updates

Date	Page	Policy Updates
December 2022	Whole Policy	New policy
March 2023	6	3.1 - New section added to Organisation of the RSHE Curriculum
March 2023	7	3.4 - New section added to Organisation of the RSHE Curriculum
March 2023	10	5.1 - New section added to Relationships and Sex Education Programmes of Study
March 2023	11	7.1 - New section added to Health Education Programmes of Study
March 2023	16	14.1, 14.4 - Sections added to Working with Parents/Carers
March 2023	17	15.2 - Section added to Assessment
March 2023	17	16 - Section added: Behaviour
March 2023	17	18 - Section amended: Monitoring and Review
November 2023	Whole policy	Updated inline with new Scheme of Delegation
March 2024	5	1 - Legal Framework updated to reflect current applicable legislation and Trust policies
March 2024	5	2.1-2.2 - Governance monitoring responsibilities updated
March 2024	5	2.3 - Headteacher/Principal responsibilities updated
March 2024	6	2.4-2.5 - Points updated to reflect inclusive practices and teaching for all learners
March 2024	17	15.2 - Assessment of RSHE subjects clarified to reflect current process across all schools/academies
March 2024	17	17.1 - Frequency of staff training updated

This policy has been approved by:			
Signed	*Chair of Distinctiveness and Personal Development Committee*	**Date**	

Statement of Intent

At Heartwood Learning Trust, we understand the importance of educating pupils 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 pupils for the opportunities, responsibilities and experiences of adult life. It allows us to promote the spiritual, moral, social, cultural, mental and physical development of pupils at school and in wider society.

We have an obligation to provide pupils with high-quality, evidence and age-appropriate teaching of these subjects. This policy outlines how the school/academy's RSHE curriculum is organised and delivered, to ensure it meets the needs of all pupils.

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
- Human Rights Act (1998)
- The Education Act (1996)
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Children and Social Work Act 2017
- DfE (2023) 'Keeping children safe in education 2023'
- DfE (2021) 'Teaching about relationships, sex and health'
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2015) 'National curriculum in England: science programmes of study'

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

- Behaviour Policy
- SEND Policy
- E-Safety and Acceptable Use Policy
- Equality Objectives Policy
- Anti-bullying Policy
- Safeguarding and Child Protection Policy
- Child-on-Child Abuse Policy
- Social, Emotional and Mental Health (SEMH) Policy
- Data Protection (UK GDPR) Policy

2.   Roles and Responsibilities

2.1.   The **Distinctiveness and Personal Development Committee** is responsible for monitoring the overall implementation of this policy.

2.2.   The **local governing committee** is responsible for:

- Scrutinising reports provided by the headteacher/principal regarding RSE.
- Ensuring the RSHE 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.

2.3.   The **headteacher/principal** is responsible for:

- The overall implementation of this policy.
- Ensuring all staff are suitably trained to deliver the subjects.
- Reporting to the local governing committee on the effectiveness of this policy and the curriculum.

- Ensuring that the curriculum, speakers and resources do not undermine the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.
- Progress and attainment and securing improvement at local level, under the oversight of the Chief Executive Officer and the LGC.
- Ensuring parents/carers are consulted on the RSHE Policy through an online consultation (available throughout the school year), in addition to the offer of a meeting with the headteacher/principal to discuss curriculum content and view resources.
- Providing clear information to parents/carers on the subject content and associated resources, and the right to request that their child is withdrawn from any or all aspects of Sex-Education, other than those which are part of the science curriculum, up to and until 3 terms before the age of 16. Information will be published on the school/academy website.
- Discussing withdrawal requests with parents/carers, and the pupil if appropriate, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum, including the benefits of receiving the education.

2.4. The **RSHE subject leader** is responsible for:
- Overseeing the delivery of RSHE.
- Working closely with colleagues in related curriculum areas to ensure the RSHE curriculum compliments, and does not duplicate, the content covered in other curriculum subjects.
- Ensuring the curriculum is age-appropriate, inclusive to all learners 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/academy 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.
- Ensuring the correct standards are met for recording and assessing pupil performance.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the headteacher/principal.

2.5. The **DSL** is responsible for:
- Offering advice and consultation for safeguarding-related subjects in the RSHE curriculum.
- Promoting knowledge and awareness of safeguarding issues amongst staff.
- Being an appropriate point of contact for staff who have concerns about the welfare of a pupil that have arisen through the teaching of RSHE.

2.6. **Subject teachers** are responsible for:
- Acting in accordance with, and promoting, this policy.

- Delivering RSHE in a manner that is sensitive, of high quality, inclusive to all learners 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 SENDCO to identify and respond to individual needs of pupils with SEND. Liaising with the RSHE subject leader on key topics, resources and support for individual pupils.
- Monitoring pupil progress in RSHE.
- Reporting any concerns regarding the teaching of RSHE or health education to the RSHE subject 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/carers have requested to withdraw them from the non-statutory components of RSHE, by providing them with alternative education opportunities.

2.7.   The **SENDCO** 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 RSHE Curriculum

3.1.   For the purpose of this policy:
- "RSHE" is used to refer to the overall programme of sex, health and relationships education
- "RSE" refers to relationships and sex education and is defined as teaching pupils about developing healthy, nurturing relationships of all kinds, and helping them to understand human sexuality and to respect themselves and others.
- "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.

3.2.   The RSHE curriculum has been developed, and will be monitored and reviewed, in consultation with teachers, pupils and parents/carers, and in accordance with DfE recommendations.

3.3.   We will gather the views of teachers, pupils and parents/carers in the following ways:
- Surveys
- Meetings
- Letters
- Training sessions

3.4.   The majority of the RSHE curriculum is delivered through PSHE education, with statutory elements taught via the science curriculum. The RSHE subject leader will work closely with their colleagues in related curriculum areas to ensure the curriculum complements and does not duplicate the content

covered in national curriculum subjects.

3.5.   The school/academy will ensure that the curriculum remains in line with the DfE's 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' guidance at all times.

3.6.   The school/academy will consider the context and views of the wider local community when developing the curriculum to ensure it is reflective of circumstances in the local area. The religious background of all pupils will also be considered when planning teaching, to ensure all topics included are appropriately handled.

3.7.   The RSHE curriculum will be informed by topical issues in the school/academy and wider community, to ensure it is tailored to pupils' needs, e.g. if there was a local prevalence of specific sexually transmitted infections, our curriculum would be tailored to address this issue.

4.   Relationships and Sex Education Subject Overview

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

4.1.   **Families - 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.
  - About the characteristics and legal status of other types of long-term relationships.
  - About the roles and responsibilities of parents/carers with respect to raising children, including the characteristics of successful parenting.

  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.
  - Seek help or advice if needed, including reporting concerns about others.

4.2.   **Respectful relationships, including friendships - By the end of secondary school, pupils will know:**
  - About 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 the school/academy 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.
- About 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.
- About the legal rights and responsibilities regarding equality, with reference to the protected characteristics defined in the Equality Act 2010, and that everyone is unique and equal.

4.3.   **Online and media - 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.
- 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.

4.4.   **Being safe - By the end of secondary school, pupils will know:**
- About the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.
- How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn – this includes online.

4.5.   **Intimate and sexual relationships, including sexual health - 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 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. Relationships and Sex Education Programmes of Study

5.1. The school/academy will 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. The content that the school/academy has chosen to cover on RSHE Programmes of Study is detailed within **Appendix 1**.

6. 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.

6.1. **Mental wellbeing - 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.
- About 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.
- About the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.

6.2. **Internet safety and harms - By the end of secondary school, pupils will know:**
- About the similarities and differences between the online world and the physical world, including the impact of unhealthy or obsessive comparison with others online, over-reliance on online relationships, the risks related to online gambling, how information is targeted at them and how to be a discerning consumer of information online.
- 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.

6.3. **Physical health and fitness - By the end of secondary school, pupils will know about:**
- 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.

6.4. **Healthy eating - By the end of secondary school, pupils will know** how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.

6.5. **Drugs, alcohol and tobacco - By the end of secondary school, pupils will know about:**
- 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.
- 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.

6.6. **Health and prevention - 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.
- 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.

6.7. **Basic first aid - By the end of secondary school, pupils will know:**
- Basic treatments for common injuries.
- Life-saving skills, including how to administer CPR.

- About the purpose of defibrillators and when one might be needed.

6.8. **Changing adolescent body - By the end of secondary school, pupils will know:**
- Key facts about puberty, the changing adolescent body and menstrual wellbeing.
- About the main changes which take place in males and females, and the implications for emotional and physical health.

7. Health Education Programmes of Study

7.1. The school/academy will determine an age-appropriate, developmental curriculum which meets the needs of young people and includes the statutory content outlined in section 6 of this policy. The content that the school/academy has chosen to cover on physical health and mental wellbeing lessons is detailed within **Appendix 1.**

8. Delivery of the Curriculum

8.1. Through effective organisation and delivery of the RSHE, 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. RSHE complements several other curriculum subjects. Where appropriate, the school/academy 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.

8.3. 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 pupils to ask questions in a safe environment.

8.4. 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.

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

8.6. All pupils are expected to learn about LGBTQ+ content, and parents/carers do not have a statutory right to withdraw their children from lessons that include LGBTQ+ content.

8.7.   The curriculum will be designed to focus on pupils of all gender identities and expressions and activities will be planned to ensure all are actively involved.

8.8.   The school/academy will ensure it delivers teaching on sensitive topics, e.g. the body, in a way that is appropriate and sensitive to the various needs of the school community, e.g. cultural background.

8.9.   All teaching and resources will be assessed by the RSHE subject leader to ensure they are appropriate for the age and maturity of pupils, are sensitive to their religious backgrounds and meet the needs of any SEND, if applicable. Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning. Inappropriate images, videos, etc., will not be used, and resources will be selected with sensitivity given to the age and cultural background of pupils. Pupils will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures taken to ensure this are outlined in the school/academy's E-Safety and Acceptable Use Policy.

8.10.   Teachers will establish what is appropriate for one-to-one and whole-class settings, and alter their teaching of the programmes accordingly. Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively and honestly.

8.11.   Teachers will focus heavily on the importance of healthy relationships, when teaching RSHE, though sensitivity will always be given as to not stigmatise pupils on the basis of their home circumstances. In teaching the curriculum, teachers will be aware that pupils may raise topics such as self-harm and suicide. When talking about these topics in lessons, teachers will be aware of the risks of encouraging these behaviours and will avoid any resources or material that appear as instructive rather than preventative.

8.12.   Teachers will ensure lesson plans focus on challenging perceived views of pupils based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.

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

8.14.   The procedures for assessing pupil progress are outlined in **section 15** of this policy.

9.   Curriculum Links

9.1.   The school/academy will seek opportunities to draw links between RSHE and other curriculum subjects wherever possible to enhance pupils' learning.

9.2.   RSHE will be linked to the following subjects:
- Citizenship – pupils are provided with the knowledge, skills and understanding to help prepare them to play a full and active part in society, including an understanding of how laws are made and upheld and how to make sensible decisions.

- Science – pupils are taught about the main external parts of the body and changes to the human body as it grows, including puberty.
- ICT and computing – pupils are taught about how they can keep themselves safe online and the different risks that they may face online as they get older.
- PE – pupils 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 – pupils learn about respect and difference, values and characteristics of individuals.

10.   Working with External Agencies

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

10.2.   When working with external agencies, the school/academy will:
- Check the visitor credentials of all external agencies.
- Ensure the teaching delivered by the external experts fits with the planned curriculum and provisions of this policy.
- 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.
- Request copies of the materials and lesson plans the visitor will use, to ensure it meets the full range of pupils' needs.
- Agree with the agency on how confidentiality will work in any lesson and that the visitor understands how safeguarding reports must be dealt with in line with the Trust's Safeguarding and Child Protection Policy.

10.3.   The school/academy will use visitors to enhance teaching by an appropriate member of teaching staff, not to replace teaching by those staff.

11.   Equality and Accessibility

11.1.   The school/academy 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

11.2. The school/academy 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.

11.3. The school/academy will design the RSHE curriculum to be inclusive of all pupils. The school/academy will be aware that some pupils are more vulnerable to exploitation, bullying and other issues due to their characteristics, e.g. SEND or being LGBTQ+. Teachers will understand that they may need to liaise with the SENDCO and be more explicit and adapt their planning or work to appropriately deliver the curriculum to pupils with SEND.

11.4. Where there is a need to tailor content and teaching to meet the needs of pupils at different developmental stages, the school/academy will ensure the teaching remains sensitive, age-appropriate, developmentally appropriate and is delivered with reference to the law.

11.5. The school/academy will take steps to foster healthy and respectful peer-to-peer communication and behaviour between all pupils, and provide an environment which challenges perceived limits on pupils based on their gender or any other characteristic.

11.6. The school/academy 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 managed promptly. 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 Trust's Child-on-Child Abuse Policy.

12. Confidentiality

12.1. All pupils will be taught about keeping themselves safe, including online, as part of a broad and balanced curriculum.

12.2. To meet DfE's best practice advice, the DSL will be involved in the formulation of safeguarding-related areas of the curriculum, as the knowledge and resources may help to address safeguarding issues more appropriately and effectively.

12.3. When teaching issues that are particularly sensitive for pupils of all ages, e.g. self-harm or suicide, teachers will be made aware of the risks of inadvertently encouraging, or providing instructions to, pupils. Teaching of these subjects will always prioritise preventing harm to pupils as a central goal.

12.4. Confidentiality within the classroom will be an important component of RSHE, and teachers will be expected to respect the confidentiality of their pupils as far as is possible, in compliance with the Trust's Data Protection (UK GDPR) Policy.

12.5. Teachers will, however, understand that some aspects of RSHE may lead to a pupil raising a safeguarding concern, e.g. disclosing that they are being abused, and that if a disclosure is made, the DSL will be alerted immediately. Pupils will be made aware of how to raise their concerns or make a report, and how their report will be handled – this includes the process for when they have a concern about a peer.

13. Withdrawal From Lessons

13.1. The school/academy will always recognise that parents/carers have the right to request that their child is withdrawn from some or all of sex education delivered as part of statutory RSHE. The school/academy will uphold that parents/carers 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 headteacher/principal.

13.2. Before granting a withdrawal request, the headteacher/principal will discuss the request with the parents/carers and, as appropriate, the pupil, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum. The headteacher/principal will inform parents/carers of the benefits of their child receiving RSHE and any detrimental effects that withdrawal might have. All discussions with parents/carers will be documented. These records will be kept securely in the school/academy office in line with the Trust's Data Protection (UK GDPR) Policy and associated Data Retention Schedule.

13.3. Following discussions with parents/carers, the school/academy will respect the parents/carers' request to withdraw their child up to and until three terms before the pupil turns 16. After this point, if the pupil wishes to receive RSHE rather than be withdrawn, the school/academy will make arrangements to provide the pupil with RSHE.

13.4. Pupils who are withdrawn from RSHE will receive appropriate, purposeful education during the full period of withdrawal. For requests concerning the withdrawal of a pupil with SEND, the headteacher/principal will take the pupils' specific needs into account when making their decision.

14. Working with Parents/Carers

14.1. We understand the important role parents/carers play in enhancing their children's understanding of relationships, sex and health. Parents/carers will be provided with frequent opportunities to ask questions about the school/academy's approach to RSHE.

14.2. The school/academy will consult closely with parents/carers when reviewing the content of the school/academy's RSHE curriculum, and will be given regular opportunities to voice their opinions and concerns. The school/academy will use the views of parents/carers to inform decisions made about the curriculum content and delivery; however, parents/carers will not be granted a 'veto' on curriculum content, and all final decisions will be the school/academy's to make.

14.3. When in consultation with parents/carers, the school/academy will provide:
- The curriculum content, including what will be taught and when.

- Examples of the resources the school/academy intends to use to deliver the curriculum.
- Information about parents/carers' right to withdraw their child from non-statutory elements of RSHE.

14.4. The school/academy will remain aware that the teaching of some aspects of the curriculum may be of concern to parents/carers. If parents/carers have concerns regarding RSHE, they are asked to contact the school office directly who will be able to arrange a meeting with the headteacher/principal, if required.

15. Assessment

15.1. The school/academy will have the same high expectations of the quality of pupils' work in RSHE as for other curriculum areas. Lessons will be planned to provide suitable challenges to pupils of all abilities.

15.2. Whilst there are no formal examinations during RSHE, pupils' progress will be regularly assessed by the class teacher (e.g. group tasks, quizzes and written assignments) to identify where pupils need extra support or intervention.

16. Behaviour

16.1. The school/academy has a zero-tolerance approach to bullying. We aim to foster a culture based on mutual respect and understanding for one another.

16.2. Any bullying incidents resulting from the teaching of the RSHE curriculum, such as those relating to sexual orientation, will be dealt with as seriously as any other type of bullying. Any occurrence of these incidents will be reported to a member of staff, who will then discipline the pupil as per the Trust's Behaviour and Anti-Bullying Policies.

16.3. The headteacher/principal will decide whether it is appropriate to notify the police or an anti-social behaviour coordinator in their LA of the action taken against a pupil.

17. Staff Training

17.1. Regular training will be provided by the RSHE subject leader to the relevant members of staff 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 which may need to be addressed in relation to the curriculum.

17.2. The school/academy will ensure teachers receive training on the Social Exclusion Report on Teenage Pregnancy, and the role of an effective RSHE curriculum in reducing the number of teenage conceptions.

17.3. Appropriately trained staff will be able to give pupils information on where and how to obtain confidential advice, counselling and treatment, as well as guidance on emergency contraception and their effectiveness.

18. Monitoring and Review

18.1.   The RSHE subject leader will be responsible for quality assuring the quality of education in RSHE.

18.2.   The RSHE subject leader will create annual subject reports for the headteacher/principal and local governing committee to report on the quality of the subjects. They will also work regularly and consistently with the headteacher/principal, e.g. through monthly review meetings, to evaluate the effectiveness of the subjects and implement any changes.

18.3.   The Distinctiveness and Personal Development Committee is responsible for approving this policy.

18.4.   This policy will be reviewed **annually** in light of any changes to statutory guidance and from feedback received from parents/carers, staff or pupils.

18.5.   Any changes made to this policy will be communicated to all staff members and all relevant stakeholders. The next scheduled review date for this policy is on the cover of this Policy.

RSHE POLICY

Localised School Based Procedures	
School Name:	The Compass Academy
Headteacher/Principal:	Claire Horne
Designated Safeguarding Lead:	Kim Brown
RSHE Lead	Samantha Marshall
Implementation Date: *Inline with policy approval*	May 2024

Introduction

In conjunction with our Trust wide RSHE policy, localised procedures have been established to ensure that systems and procedures reflect the school/academy setting.

The localised procedures for the school/academy setting focus on the following key areas: -
- RSE Programmes of Study
- Health Education Programmes of Study
- Assessment

Should you have any concerns or questions relating to the localised procedure, in the first instance, please contact hello@com.hlt.academy

RSHE Programmes of Study
Relates to item 5.1 within the RSHE Policy   Throughout each unit of work, pupils will be taught the importance of talking about their emotions accurately and sensitively, using appropriate vocabulary. Reference to how to access support/report concerns will be addressed throughout relevant topics including support available in school, the wider community and the role of external agencies.   • Topics highlighted in red reflect content from the Relationship Education framework   • Topics highlighted in **bold** reflect the intimate and sexual relationships content including sexual health from the RSE framework

Year 7	• Family & Identity • Beliefs and traditions including rites of passage (culture) • Stereotypes & First impressions and how can they be damaging? • Rights/Responsibilities: Equality Act 2010

	- What are the protected characteristics? - Characteristics of healthy relationships including: trust, respect, honesty, kindness, manners, generosity and boundaries. - Judge when a family, friend, intimate or other relationship is unsafe, and recognise this in others' relationships. - That there are different types of committed relationships and how relationships contribute towards our happiness. - Why healthy romantic relationships are important. **What is consent? Why is this important?** - Marriage: why it is important, the legal status, rights and protection. - Nature of families and the characteristics of successful parenting. - Responsibilities of parenthood/caregivers and the responsibilities for bringing up children - Relationships and change including how to: determine whether other children, adults or sources of information are trustworthy - Emotions within friendships - Break down of relationships - Divorce:the impact - Rights, responsibilities and opportunities online. - Online legislation: rules/best practice/behaviour. - Not to provide material to others that they would not want shared further and not to share personal material which they receive. **Understanding the influence of peer pressure**
Year 8	- British Values (in school and in the wider society how people can expect to be treated with respect by others/should be tolerant of others) - Building trust: How do you know if adults, children or information is trustworthy? **Peer pressure** - Sexual harassment and violence. - What is Bullying? Including different forms of bullying - Legal status of different forms of committed relationships **Types and characteristics of intimate relationships including mutual respect, loyalty and trust.** - Managing a range of relationships* - Online etiquette - Sexting (including the sharing and reproduction of images/material and the impact of this). **Behaviours in healthy/unhealthy intimate relationships** - Unhealthy balance of power in relationships - Violent behaviour & Coercive control - What is banter...when does it go too far? - That sharing and viewing indecent images of children is a criminal offense which carries severe penalties, including jail.
Year 9	- What is prejudice, discrimination & stereotyping? How can stereotyping normalise behaviour? **Peer approval & Pressure** - About the concepts of, and laws relating to abuse & coercion. **Sexual exploitation & Grooming** - Honour based violence- Breast flattening/ironing - Forced marriage and why a marriage should be freely entered into. - Equality Act 2010: What are our rights?

	- Why are the protected characteristics important? - Types of Inequality - How do we develop and maintain healthy relationships? Including how experiences in relationships can affect current and future relationships. - Introduction to different adult relationships and how we can take steps to develop respectful relationships. - **Perceptions about intimate relationships** - **Power & control in intimate relationships: including choices in delaying intimacy.** - **How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn** - How information and data is generated, collected, shared and used online. - **Pornography & stereotypes: 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.** - **Understanding peer pressure & Assertiveness skills (resisting peer pressure)** - Domestic Violence & Coercion - **Risks in intimate relationships:the influence of drugs/alcohol**. - Rape - **The prevalence of STIs, the impact of STIs and treatment.** - **The facts around contraception choices and their effectiveness.** - **The impact of teenage pregnancy and choices available** - **How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.**

Health Education Programmes of Study
Relates to item 7.1 within the RSHE Policy - Topics highlighted in blue reflect content from the Health Education framework

Year 7	- Key facts about puberty in males and females (physical changes and impact upon physical health) - Puberty and the brain including implications upon emotional health - Menstrual wellbeing - Being a discerning consumer of online information - Stress and anxiety and approaches to combat stress. - Introduction: What is good/bad health? (including benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness). - How to maintain healthy eating including nutrition & diet (sugar addiction debate) - Personal Hygiene (germs including bacteria, viruses, how they are spread, treatment prevention of infection, and about antibiotics) - The importance of sufficient good quality sleep for good health (including how a lack of sleep can affect weight, your ability to learn). - Physical activity and the promotion of mental wellbeing (including how an inactive lifestyle can lead to ill health). - Managing mental health and common types of mental illness. - Effects of substances (including the link between drug use and mental health)

	• The harms from smoking tobacco including benefits of quitting and the associated links to cancer. • How happiness is linked to being connected to others (intimate relationships) • Online legislation: rules/best practice/behaviour expectations-including the similarities and differences in communicating in the online world vs. physical world. • Online safety: the risks/harmful online behaviours: abuse, bullying, harassment.
Year 8	• What is Bullying? Including different forms of bullying and early signs of well-being concerns. • Common types of mental ill health: Anxiety & Depression • Suicide among teens • Positive & negative impact of money upon health and wellbeing. • Stress triggers and approaches to combating stress. • Risks associated with gambling issues (including online gambling) • Online legal responsibilities and how information can be targeted at a particular audience. • Responsibility for own health- body and brain changes • Wider impact of health problems e.g bullying, low self esteem, isolation • Protecting long term physical health including links between poor diet and health risks, including tooth decay and cancer. • Dental health and benefits of good oral hygiene including: flossing,healthy eating and regular check ups at the dentist. • Medicine (prescription/non prescription) • Vaccination & Immunisation- a choice? • The facts and science relating to vaccination and immunisation. • Substances & the impact upon mood • Legislation associated with illegal substances • Alcohol & risky behaviour • Sources of advice & support to be referenced throughout • Online privacy,personal safety and how to report concerns* • Radicalisation (including links to harmful behaviours online).
Year 9	• Risky experimentation (including drugs and risk taking behaviours) • Honour based violence- Breast flattening/ironing • How positive behaviour affects feelings of well-being • Mental health and ill-health • Managing emotional changes • Depression • Anxiety disorders • Mental health stigma • The importance of sleep & the impact of sleep upon mood. • What constitutes a healthy lifestyle? • Physical and psychological effects of addiction including alcohol dependency. • Substances and safety and longer term implications of usage. • Prescription drugs including dangers (inc.paracetamol/ibuprofen) • Alcohol and the law • Alcohol dependency and what constitutes 'low risk' consumption in adulthood. • Legal/illegal drugs: Drug classification • First aid treatment and life saving skills

Assessment
Relates to item 15.2 within the RSHE Policy
Ongoing assessment through discussion, allows for a deeper understanding of the topic at hand and helps to identify any gaps in knowledge or areas that need further clarification. It also provides an opportunity for pupils to share their perspectives and insights, leading to a more comprehensive and well-rounded discussion. Additionally, ongoing assessment through discussion can help to track progress and measure progress towards learning outcomes, ensuring that the conversation remains focused and productive. The Compass Academy also uses Knowledge and Skills Trackers at the start of each new topic. Pupils 'RAG' rate themselves in terms of their confidence which allows us to monitor and track progress within each lesson that pupils participate in.