



Bishop Justus School Procedure

Procedure Title:	Relationships Sex and Health Education
LT Responsibility:	Head of School
Date:	December 2020
Review:	December 2021

CONTEXT

The Bishop Justus Church of England School Relationships, Sex and Health Education Procedure is underpinned by the following Christian beliefs

- As Jesus commands us to love our neighbours (all those people with whom we share this world) as ourselves, the quality of human relationships are at the centre of all aspects of life.
- Sacrificial love includes a willingness to forgive others and to care about other people who are not necessarily in our own groups.
- Relationships are key to the well-being of individuals and society as a whole.
- Sex is a gift of God as part of his creation; it is a physical expression of the spiritual qualities of love, joy, hope and commitment; it deepens and intensifies a relationship as it draws the participants closer together spiritually and physically.
- God created male and female to be of equal worth, and to be complementary.
- Marriage is God's ideal intended context for sex and the raising of children.
- God's ideal is for a lifelong marriage commitment.
- The Christian values of loving another 'as yourself', acceptance and forgiveness give the context for proper expressions of sexuality.
- There are times when we fail in our relationships but we can accept God's forgiveness and start again.

RATIONALE

Health Education is a National Curriculum entitlement for all students. Relationships, Sex and Health Education including HIV and AIDS is a major component of the school's comprehensive programme of Personal, Social and Health Education.

In all areas of human experience, a good basis of knowledge and understanding, together with an understanding of personal values, is deemed necessary for informed decisions and opinions to be made. It is important that students receive effective relationships, sex and health education to prevent putting themselves at risk and to correct misinformation, which may affect their relationships with others. All teaching is within the context of the school's Social, Moral, Spiritual and Cultural policy.

Relationships, sex and health education must be both appropriate and responsible, and those who deliver it must make themselves aware of the Church of England's teaching on relationships and sexual matters and the Christian framework agreed by governors and staff.

We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships, sex and health curriculum for all our students. This procedure sets out the framework for our relationships, sex and health curriculum, providing clarity on how it is informed, organised and delivered to ensure it meets the needs of all students in accordance with the Department of Education's guidance.

PURPOSE

1. To provide a broad and balanced relationships, sex and health education programme which offers entitlement for all, and which operates in an atmosphere of mutual trust and respect.
2. To encourage positive attitudes, lifestyles, values, communication and decision making with respect to personal relationships, sexuality and health.
3. To foster self esteem, self awareness and awareness of others and a sense of moral responsibility together with and awareness of the effects that our actions have on others.
4. To provide appropriate knowledge and understanding relating to physical, emotional and social aspects of an individual's development as a male or a female, including personal relationships, responsible attitudes and appropriate behaviour.
5. To recognise the reasons for the importance of family life but ensure that there is no stigmatisation of students based on their home circumstances.
6. To provide accurate information in relation to the HIV virus and sexually transmitted diseases.
7. To encourage personal safety in different environments e.g. home, school, work and leisure.
8. To understand the nature of marriage, and the causes and consequences of marriage breakdown.
9. To understand sexual stereotyping, personal beliefs, external influences and internal motivation, and the pressures about sexual activity in society.
10. To make students aware of the implications of early sexual intercourse.
11. To analyse the sexual values presented through the media, friends, music and parents/carers.
12. To implement the statutory guidelines from the DFE regarding personal, sexual relationships.
13. To promote safe, equal, caring and enjoyable relationships and discusses real-life issues appropriate to the age and stage of students, including friendships, families, consent, relationship abuse, sexual exploitation and safe relationships online.
14. To give a positive view of human sexuality with honest and medically accurate information so that students can learn about their bodies and sexual and reproductive health in ways that are appropriate to their age and maturity.
15. To give students opportunities to reflect on their values and influences (such as from peers, media, faith and culture) that may shape their attitudes to relationships and sex and nurture respect for different views.
16. To include learning about how to get help and treatment from sources such as the School Health Service and other health and advice services including reliable information online.

PRINCIPLES OF EFFECTIVE RSHE

1. RSHE is an identifiable part of our school curriculum, which has planned, timetabled lessons across all the Key Stages.
2. RSHE is taught by staff trained in RSHE with expert visitors invited in to enhance and supplement the programme, where appropriate.
3. RSHE works in partnership with parents and carers, informing them about what their children will be learning and how they can contribute at home.
4. RSHE delivers lessons where students feel safe and encourages participation by using a variety of teaching approaches with opportunities to develop critical thinking and relationship skills.
5. RSHE is based on reliable sources of information, including about the law and legal rights, and distinguishes between fact and opinion.
6. RSHE fosters sex equality and LGBT+ (lesbian, gay, bisexual, trans) equality and challenges all forms of discrimination in RSHE lessons and in everyday school life.
7. RSHE meets the needs of all students with their diverse experiences including those with special educational needs and disabilities.
8. RSHE seeks students' views about RSHE so that teaching can be made relevant to their real lives and assessed and adapted as their needs change.

GUIDELINES

1. The science department only teaches biological aspects of human sexual behaviour within timetabled lessons. The themes of parenting, relationships and the ethical and moral considerations of sex education run throughout the curriculum and are taught discreetly in PSHE and Religious Education.
2. Teachers can only provide general education on relationship and sexual matters. They cannot offer individual advice or counseling on aspects of sexual behaviour or contraception. Teachers cannot give advice on sexual matters or give personal contraceptive advice to a student under sixteen without parental consent.
3. Due consideration and respect will be given to the cultural and faith perspectives of the students and their families.
4. The programme ensures that key topics are revisited which allows for reinforcement and differentiation in line with student maturity.
5. All materials will be reviewed by the member of staff responsible for PSHE to ensure that it is suitable in the light of the Christian identity of the school. This teacher will provide training, guidance and support to the tutor teams for all aspects of delivery.
6. Teachers and visiting professionals can give information about where and from whom students can receive confidential sexual advice and treatment e.g. GP. This is not sex education but the imparting of information as to where advice, counseling, and treatment may be lawfully obtained.
7. Those involved in educating and caring for HIV+ students should be sensitive to their need for confidentiality and their right to privacy. Staff must ensure that correct first aid procedures are followed. Appropriate support should be made available to parents, carers, students and staff.

RESPONSIBILITY

1. The Headteacher is responsible for:
 - Implementation of this procedure.
 - Encouraging parents and carers to be involved in consultations regarding the academy's RSHE curriculum and ensuring parents and carers are fully informed of this procedure.
 - Providing clear information to parents and carers on the subject content and the right to request that their child is withdrawn.
 - Ensuring RSHE is resourced, staffed, effectively managed and planned, well-led and timetabled in a way that ensures the academy can fulfil its legal obligations.
 - Ensuring all staff are suitably trained to deliver the subjects.
 - Ensuring that teaching is delivered in ways that are accessible to all students with SEND.
 - Reviewing all requests to withdraw students from non-statutory elements of the RSHE curriculum.
 - Discussing withdrawal requests with parents/carers, 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.
 - Reporting to the Education Scrutiny Committee on the effectiveness of the academy's curriculum policy and the curriculum.
2. The RSHE leader is responsible for:
 - Overseeing the delivery of RSHE 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.
 - Ensuring that the curriculum complies with the Church of England's guidance and Charter.
 - Ensuring the RSHE curriculum is inclusive and accessible for all students.
 - 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 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 student performance.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the senior leadership team.

3. Teachers are responsible for:

- Acting in accordance with, and promoting, this procedure.
- Delivering RSHE in a sensitive way and that is of a high-quality and appropriate for each year group and ensuring that the curriculum complies with the Church of England's guidance and Charter.
- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all students.
- Acting in accordance with planning, monitoring and assessment requirements for the subjects.
- 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 RSHE leader about key topics, resources and support for individual students.
- Monitoring student progress in RSHE.
- Reporting any concerns regarding the teaching of RSHE to the RSHE leader or a member of the SLT.
- Complying with the Trust's Safeguarding policy and the academy's Child Protection Policy.
- Reporting any safeguarding concerns or disclosures that students may make as a result of the subject content to the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead.
- Responding appropriately to students whose parents/carers have requested to withdraw them from the non-statutory components of RSE, by providing them with alternative education opportunities.
- Working with the relationships, sex and health education subject leader to evaluate the quality of provision.

4. The SENCO is responsible for:

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

CONSULTATION

1. The important role parents and carers play in enhancing their children's understanding of relationships, sex and health is appreciated by the academy. Similarly, we also understand how important parents and carers views are in shaping the curriculum.
2. The academy works in consultation with parents and carers, students and teachers to develop and deliver the RSHE curriculum.

3. The academy aims to build positive relationships with parents and carers by addressing concerns. These can be addressed to the Headteacher via the academy's email address or by contacting the school office.
4. Parents and carers are also consulted on the trust's policy.

INFORMATION FOR PARENTS AND CARERS

1. Parents and carers will be sent an annual letter informing them of the content and delivery of the relationships, sex and health curriculum, including what is taught in each year group and when, together with information about the resources that will be used to support the curriculum.
2. Parents and carers will be reminded of their right to request to withdraw students from these lessons. Parents and carers do not have to give reasons for withdrawal but we respectfully invite them to do so, so that they are aware of the nature and content of the full programme which can often resolve misunderstandings. Once a request has been made this must be complied with until revoked by the parent.
3. Most aspects of the Relationships and Sex Education Programme are best discussed with teachers who are known and trusted by students. However, visiting professionals can enhance the programme provided they are aware of the school's ethos. The school will ensure that visiting professionals are aware of the school Ethos. The programme organiser will ensure that the content conforms to the Social Moral Spiritual and Cultural expectations of the school.
4. Teachers cannot promise confidentiality following a disclosure if the disclosure has already or is likely to lead to risk or harm for a student. Students will be made aware that any incident may be conveyed to the lead safeguarding professional and possibly their parents/carers. Teachers make a professional judgement about confidentiality having heard the information and decide at which point the information must be passed on. This judgement should be shared with the student so that a decision can be made whether to proceed or not. All staff members within the school receive safeguarding training annually.
5. Where a student is considered at risk from any type of abuse the teacher will refer this to the Headteacher in compliance with safeguarding and child protection procedures. The Headteacher will decide whether to inform parents/carers and/or appropriate authorities.

LEGAL FRAMEWORK

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

- Equality Act 2010
- DfE (2018) 'Keeping children safe in education'
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2015) 'National curriculum in England: science programmes of study'
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Children and Social Work Act 2017
- SEND Code of Practice: 0 to 25 years

CHURCH OF ENGLAND (CoE)

This procedure has due regard to the guidance issued by the CoE in Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE) in Church of England Schools (2019).

Academies with CoE designation undertake to follow the principles in the CoE Charter for Faith Sensitive and Inclusive Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE)(the Charter).

POLICIES

This procedure operates in conjunction with the following:

1. Trust Policies:
 - Data Protection
 - Equality
 - ICT
 - Management and Retention of Records
 - Teaching and Learning
 - Safeguarding
 - Special Educational Needs and Disability

2. Academy Policies:
 - Anti-Bullying
 - Behaviour Management
 - Curriculum
 - E-safety and acceptable use
 - Special Educational Needs and Disability
 - Child Protection
 - Social, Emotional and Mental Health (SEMH) Policy

CURRICULUM

Organisation of the RSHE curriculum

- All schools providing secondary education are required to deliver statutory RSE and all state-funded schools are required to deliver health education.
- For the purpose of this procedure, “relationships and sex education” is defined in a secondary education context as teaching students about developing healthy, nurturing relationships of all kinds, and helping them to understand human sexuality and to respect themselves and others.
- For the purpose of this procedure, “health education” is defined in a secondary education context as teaching students about how they can make good decisions about their own health and wellbeing, and how physical health and mental wellbeing are interlinked.
- The RSHE curriculum will be developed in consultation with teachers, students, parents and carers and in accordance with DfE recommendations.
- The RSHE curriculum will be delivered through a combination of PSHE education, science, religious education, physical education, computer science, collective worship and SMSC.
- The RSHE 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.
- The curriculum has been developed in line with the DfE’s ‘Relationships Education, Relationships and Sex Education (RSE) and Health Education’ guidance.
- The curriculum is age-appropriate for students within each year group.
- The context and views of the wider local community will be considered when developing the curriculum to ensure it is reflective of issues in the local area.
- The religious background of all students will be considered when planning teaching, to ensure all topics included are appropriately handled. The guidance of the Church of England will be applied.

- The RSHE curriculum is informed by topical issues in the school and wider community, to ensure it is tailored to students' needs.

EXTERNAL AGENCIES

Working with external agencies can enhance our delivery of RSHE and brings in specialist knowledge and different ways of engaging students. 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 procedure.

The academy will:

- Check the visitor/visiting organisation's credentials of all external agencies.
- Ensure the teaching delivered by the external experts fits with the planned curriculum and provisions of this procedure.
- Discuss with the visitor the details of how they intend to deliver their sessions and ensure the content is age-appropriate and accessible for all students.
- Request copies of the materials and lesson plans the visitor will use, to ensure it meets the full range of students' needs, including those with SEND.
- 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 Child Protection Policy.
- Use visitors to enhance teaching by an appropriate member of teaching staff, not to replace teaching by those staff.

WITHDRAWAL FROM LESSONS

Relationships, sex and health education are statutory for all secondary students and parents/carers do not have the right to withdraw their child from the subjects.

Parents and carers do have the right to request that their child is withdrawn from some or all of sex education delivered as part of statutory RSE. The Headteacher will

- Discuss the request with the parents/carers and, as appropriate, the child, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum before granting a withdrawal request.
- Inform parents/carers of the benefits of their child receiving RSE and any detrimental effects that withdrawal might have.
- Respect the parents/carers' request to withdraw their child up to and until three terms before the child turns 16. After this point, if the child wishes to receive RSE rather than be withdrawn, the academy will make arrangements to provide the child with RSE.
- Ensure that students who are withdrawn from RSE will receive appropriate, purposeful education during the full period of withdrawal.
- Take into account the specific needs of a student with SEND if a request for withdrawal is made, when making the decision to permit withdrawal.

Requests to withdraw a child from sex education will be made in writing to the Headteacher. All discussions with parents/carers will be documented. These records will be kept securely in the school office in line with the Trust's Retention and Management of Records Policy. The parent will be informed in writing of the Headteacher's decision.

EQUALITY AND ACCESSIBILITY

1. The Trust and the academy complies 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
2. The academy will consider the backgrounds, sex, 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 academies are committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum.
 3. The academy understands that students with SEND are entitled to learn about RSHE and the curriculum will be designed to be inclusive of all students.
 4. The academy 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.
 5. Where there is a need to tailor content and teaching to meet the needs of students at different developmental stages, the academy will ensure the teaching remains sensitive, age-appropriate, developmentally appropriate and is delivered with reference to the law.
 6. The academy 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 sex or any other characteristic.
 7. Provisions under the Equality Act 2010 allows the academy to take positive action, where it can be evidenced to be proportionate, to respond to particular disadvantages affecting a group because of a protected characteristic. When deciding whether support is necessary to support students with a particular protected characteristic, we will consider our students’ needs, including the sex and age range of our students.
 8. The 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 tackled promptly.
 9. In order to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, the academy implements robust behaviour management, anti-bullying and child protection policies. The academy 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 relevant behaviour management, anti-bullying and child protection policies.

SAFEGUARDING AND CONFIDENTIALITY

1. All students will be taught about keeping themselves safe, including online, as part of a broad and balanced curriculum.
2. Confidentiality within the classroom is an important component of RSHE and teachers are expected to respect the confidentiality of their students as far as is possible, but nevertheless in accordance with the academy’s Child Protection Policy.
3. Teachers understand that some aspects of RSE may lead to a student raising a safeguarding concern and that if a disclosure is made, the DSL will be alerted immediately.
4. Students will be made aware of how to raise their concerns or make a report, and how their report will be handled.

TRAINING

Training will be provided to the RSHE leader and 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.

Teachers receive training on the Social Exclusion Report on Teenage Pregnancy, and the role of an effective RSE curriculum in reducing the number of teenage conceptions. 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.

MONITORING QUALITY

The RSHE leader is responsible for monitoring the quality of teaching and learning for the subject and will conduct subject assessments on a termly basis, which will include a mixture of the following:

- Self-evaluations
- Lesson observations
- Topic feedback forms
- Learning walks
- Work scrutiny
- Lesson planning scrutiny

The RSHE leader will create annual subject reports for the Headteacher which will be shared with the Trust.

COMPLAINTS

Complaints about the operation of this procedure should be made to the Headteacher in accordance with the academy's Complaint's Policy.

PROCEDURE REVIEW

- This procedure will be reviewed by the Headteacher, the senior member of staff responsible for the provision of RSHE and the RSHE leader. Any changes needed to the procedure, including changes to the programmes, will be implemented by these staff.
- Any changes to the procedure will be clearly communicated to all members of staff and, where necessary, parents/carers and students.
- Details of the teachers who will be delivering RSHE at each academy will be held at the academy and can be obtained from the academy.

Signed

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S. Murphy
Headteacher

Bishop Justus Church of England School processes personal data in accordance with the data protection principles embodied in the General Data Protection Regulations (GDPR) and the Data Protection Act 2018. The Academy complies with the requirements of the data protection legislation as detailed in the Trust Data Protection Policy. All staff are aware of the principles of data protection and will not process personal data unless necessary. The Academy safeguards the personal data it collects through the operation of the Trust's data protection policy and processes and the IT policy. In addition, the Academy has taken steps to ensure that all its contracts that process data have the GDPR compliant provisions.

Appendix 1 - Secondary Education

RSHE subject overview

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

2. Families

By the end of secondary education, 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 and carers 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.

3. Respectful relationships, including friendships

By the end of secondary education, 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.

4. Online and media

By the end of secondary education, students 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.

5. Being safe

By the end of secondary education, 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.

6. Intimate and sexual relationships, including sexual health

By the end of secondary education, 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.

RSE programmes of study

The academy is free to determine an age-appropriate, developmental curriculum which meets the needs of young people and includes the statutory content.

Year 7

Our year 7 programme of study will focus on teaching our students about the different types of families and marriages. On top of this students will be taught the importance of good friendships and how to deal with different factors for example peer pressure.

Year 8

During year 8 students are shown how the media can be misleading. On top of this students are shown the dangers of social media and how to stay safe when using its many different platforms. As well as this, students are also taught about stereotyping and LGBTQ in a terms worth of PSHE lessons.

Year 9

Year 9 begins to provide the students with a good base of knowledge when it comes to healthy relationships and sexual health. Later in the year students will be off timetable for a day to have incredibly experienced external agencies impart their knowledge on all of the topics mentioned in part 6 of the RSE overview above. As well as sexual health within year 9 our students will also be taught about miscarriages, abortion and adoption.

Year 10

Within year 10 our students are taught about gambling and how it can lead to addiction and financial pressures.

Year 11

As part of the GCSE Religious Studies course taken by all students in year 11, they will study a unit of work titled 'Issues of relationships' in accordance with the examination board's course specification. This unit covers various religious beliefs, teachings and practices concerning: family, marriage, sexual relationships, contraception and issues of sex equality.

Health education subject overview

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

1. Mental wellbeing

By the end of secondary education, 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.

2. Internet safety and harms

By the end of secondary education, 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.

3. Physical health and fitness

By the end of secondary education, 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.
4. Healthy eating
By the end of secondary education, students will know:
- How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.
5. Drugs, alcohol and tobacco
By the end of secondary education, students will know:
- The facts about legal and illegal drugs and their associated risks, including the link between drug use and serious mental health conditions.
 - The law relating to the supply and possession of illegal substances.
 - The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.
 - The physical and psychological consequences of addiction, including alcohol dependency.
 - Awareness of the dangers of drugs which are prescribed but still present serious health risks.
 - The facts about the harms from smoking tobacco, the benefits of quitting and how to access the support to do so.
6. Health and prevention
By the end of secondary education, 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 at the age appropriate time.
 - 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.
7. Basic first aid
By the end of secondary education, students will know:
- Basic treatments for common injuries.
 - Life-saving skills, including how to administer CPR, which are age appropriate.
 - The purpose of defibrillators and when one might be needed.
8. Changing adolescent body
By the end of secondary education, students will know:
- Key facts about puberty, the changing adolescent body and menstrual wellbeing.
 - The main changes which take place in males and females, and the implications for emotional and physical health.

Health education programmes of study

The academy is free to determine an age-appropriate, developmental curriculum which meets the needs of young people and includes the statutory content outlined.

Year 7

As students begin year 7 their first term of PSHE lessons focusses on their personal hygiene (including dental health) and understanding its importance. This blends nicely into how to live a healthy lifestyle which is taught throughout the school within PSHE, PE and Science. On top of this our year 7's will be provided with internet safety lessons in computer science as well as comprehensive first aid training within their PE lessons.

Year 8

This year will see internet safety and first aid recapped. As well as first aid in PE students will be taught a term of health-related fitness which is all about students understanding the benefits of physical fitness on the human body.

Year 9

During year 9 students will be taught in great detail about various mental health conditions. These will include their symptoms and how to find the appropriate support for themselves or a friend. On top of this our year 9 students will learn about puberty. As part of the GCSE Religious Studies course taken by all students in year 9, they will study a unit of work titled 'Issues of life and death' in accordance with the examination board's course specification. This unit includes various religious beliefs concerning abortion and euthanasia.

Year 10

Within a term of PSHE lessons students are taught about the danger of drugs and alcohol linked with addiction. On top of this students are taught about self-screening and examinations.

Year 11

Mental health is once again revisited within year 11. This is aimed to help our students learn coping strategies to help deal with the pressure examination pressure students may feel.

Delivery of the curriculum

1. The majority of the RHSE and health education curriculum will be delivered through the PSHE curriculum, science curriculum, religious education curriculum and physical education curriculum.
2. Through effective organisation and delivery of the subject, the academy 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.
3. RSHE complements several national curriculum subjects. Where appropriate, the academy will look for opportunities to make links between the subjects and integrate teaching.
4. The RSHE curriculum will be delivered by appropriately trained members of staff.
5. The curriculum will proactively address issues in a timely way in line with current evidence on students' physical, emotional and sexual development.
6. RSHE will be delivered in a non-judgemental, age-appropriate, factual and inclusive way that allows students to ask questions in a safe environment.
7. Teaching of the curriculum reflects requirements set out in law, particularly in the Equality Act 2010 and where appropriate, students understand what the law does and does not allow, and the wider legal implications of the decisions they make.
8. The academy is free to determine when it is appropriate to teach students about LGBTQ+.
9. The academy will integrate LGBTQ+ content into the RSE curriculum. This content will be taught as part of the overall curriculum, rather than a standalone topic or lesson, and will be included in PSHE lessons when students are in year 8. 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.
10. All teaching and resources are assessed by the RSHE leader to ensure they are appropriate for the age and maturity of students, are sensitive to their religious backgrounds and meet the needs of any SEND, if applicable.
11. Classes may be taught in 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 sex groups.

12. Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning.
13. Inappropriate images, videos, etc. will not be used, and resources will be selected with sensitivity given to the age and cultural background of students. All teaching and materials are appropriate for the ages of the students, their religious backgrounds, their developmental stages and any additional needs, such as SEND.
14. Students will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures taken to ensure this are outlined in the E-safety Policy, and Acceptable Terms of Use Agreement of the academy.
15. Teachers will establish what is appropriate for one-to-one and whole-class settings, and alter their teaching of the programmes accordingly.
16. Teachers will ensure that students' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriate to the student's age.
17. The curriculum will be designed to focus on boys as much as girls and activities will be planned to ensure both are actively involved, matching their different learning styles.
18. Teachers will focus heavily on the importance of marriage and healthy relationships when teaching RSHE, though sensitivity will always be given as to not stigmatise students on the basis of their home circumstances.
19. Teachers will ensure lesson plans focus on challenging perceived views of students based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.
20. Teachers will ensure that lesson plans are centred around reducing stigma, particularly in relation to mental wellbeing, and encouraging openness through discussion activities and group work.
21. 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.
22. At all points of delivery of the curriculum, parents and carers will be consulted, and their views will be valued. What will be taught and how, will be planned in conjunction with parents and carers.
23. Classes may be taught in segregated groups, dependent upon 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 sex groups.

Curriculum links

1. The academy seeks opportunities to draw links between RSHE and other curriculum subjects wherever possible to enhance students' learning.
2. 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. On top of this PE will provide all students with first aid training.
 - PSHE – students learn about respect and difference, values and characteristics of individuals.

- Religious education – religious teachings and beliefs about: relationships (family, marriage, sexual relationships, contraception and issues of sex equality) and medical ethics (abortion and euthanasia).

Assessment

The academy 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 students need extra support or intervention.

There are no formal examinations for RSHE. However, to assess student outcomes, the academy will capture progress in the following ways:

- Written assignments
- Presentations
- Self-evaluations
- Teachers formative assessment

Each tutor receives a form folder at the start of year 7. These folders are used to store the students work and are monitored by the PSHE leader to ensure a high quality PSHE and RSHE curriculum.

Responding to students' questions

There will always be sensitive and controversial issues within the subjects of RSHE. These may be a matter of age and stage appropriateness or contrasting personal beliefs including those originating from faith perspectives and culture. We believe that children are best educated and protected from harm when they are provided with a safe and supportive space to discuss issues openly within the framework of a class working agreement. At the end of every lesson, students will be provided with an opportunity to ask questions. Teachers will answer questions as fully as they feel age and stage appropriate based on the level of knowledge demonstrated by students during the lesson. Teachers may delay answering a student's question if they need time to consult with a colleague or the school leadership team to construct an appropriate answer. Teachers can refuse to answer a question that they feel is inappropriate and will never answer personal questions. If a teacher does not answer a question, the student will have the reasons clearly explained and the teacher will work with the student to identify suitable sources of information where they can obtain an answer to their question. This may include encouraging the student to ask a parent/carer or trusted adult at home.