



Litherland High School

Relationships, Sex and Health Education Policy

Contents:

[Statement of intent](#)

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

Statement of intent

At Litherland High School, 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 RSE and health education 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 the 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's RSE and health education curriculum will be organised and delivered, to ensure it meets the needs of all pupils. In addition to support and guidance from national sources, as a school we work with local experts from agencies, charities and groups to enhance the PSHE and RSE curriculum. Some examples are below (please note this is continually reviewed and updated):

Relationships / Sexual Health	Internet Safety / Media /Being Safe/Anti-Bullying	Mental and Physical Health	Drugs/Alcohol/Tabaco	Prevent / British Values/Anti-Social Behaviour
School Nurse	Ariel Trust	WYP	SMASH Team	Chanel
Sexual Health Team – Sefton	EitC	Venus	Young Addaction	Merseyside Police
Ariel Trust	Bully Busters	School Nurse	Choose Life	MASH Team
RASA	Diana Award	CAMHS	EitC	EitC
SWACA	Merseyside Police	Tackling the Blues	Goodson 41	Ariel Trust
Voices for Change		EitC		Merseyside Hate Crime Co-ordinator
Star Centre		GLAMS		Safer Schools Officer
Eve's Story		Youth Trust Sport		CELLS
The Prime Agency- Performances		Kooth		The Terriers
Embrace – Sefton CVS		The Prime Agency - Performances		Eve's Story
		Sefton Active 121		New Futures
		Thornton Wellbeing Centre		

1. Legal framework

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

- Equality Act 2010
- DfE (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

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

- Behavioural Policy
- SEND Policy
- E-safety and Acceptable Use Policy
- Equal Opportunities Policy
- Anti-Bullying Policy
- Safeguarding Policy
- Confidentiality Policy

2. Roles and responsibilities

2.1. The governing board is responsible for:

- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the RSE and health education curriculum is well-led, effectively managed and well-planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring that teaching is delivered in ways that are accessible to all pupils with SEND.
- Providing clear information to parents on the subject content and the right to request that their child is withdrawn.

- Ensuring RSE and health education is resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.

2.2. The Headteacher is responsible for:

- The overall implementation of this policy.
- Ensuring all staff are suitably trained to deliver the subjects.
- Ensuring parents are fully informed of this policy.
- Reviewing all requests to withdraw pupils from non-statutory elements of the RSE and health education curriculum.
- Discussing withdrawal requests with parents, and the child if appropriate, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum, including the benefits of receiving the education.
- Ensuring withdrawn pupils receive appropriate, purposeful education during the period of withdrawal.
- Reviewing this policy on an annual basis.
- Reporting to the governing board on the effectiveness of this policy and the curriculum.

2.3. The RSE and health education subject leader is responsible for:

- Overseeing the delivery of RSE and health education.
- Working closely with colleagues in related curriculum areas to ensure the RSE and health education curriculum compliments, and does not duplicate, the content covered in national curriculum subjects.
- Ensuring the curriculum is age-appropriate and of high-quality.
- Reviewing changes to the RSE and health education curriculum and advising on their implementation.
- Monitoring the learning and teaching of RSE and health education, providing support to staff where necessary.
- Ensuring the continuity and progression between each year group.
- Helping to develop colleagues' expertise in the subject.
- Ensuring teachers are provided with adequate resources to support teaching of the curriculum.
- Ensuring the school meets its statutory requirements in relation to RSE and health education.
- 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.

2.4. Subject teachers are responsible for:

- Acting in accordance with, and promoting, this policy
- Delivering RSE and health education in a sensitive way and that is of a high-quality and appropriate for each year group.
- Ensuring they do not express personal views or beliefs when delivering the curriculum.
- Planning lessons effectively, ensuring a range of appropriate teaching methods and resources are used to cover the content.
- Modelling positive attitudes to RSE and health education.
- Liaising with the SENCO about identifying and responding to the individual needs of pupils.
- Liaising with the PSHE subject leaders about key topics, resources and support for individual pupils.
- Monitoring pupil progress in RSE and health education.
- Reporting any concerns regarding the teaching of RSE or health education to the PSHE subject leaders 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 Designated Safeguarding Lead.
- Responding appropriately to pupils whose parents have requested to withdraw them from the non-statutory components of RSE, by providing them with alternative education opportunities.

2.5. The SENCO is responsible for:

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

3. Organisation of the RSE and health education curriculum

- 3.1. All schools providing secondary education are required to deliver statutory RSE and all state-funded schools are required to deliver health education.
- 3.2. For the purpose of this policy, **“relationships and sex education”** is defined as teaching pupils about developing healthy, nurturing relationships of all kinds, and helping them to understand human sexuality and to respect themselves and others.

- 3.3. For the purpose of this policy, “**health education**” is defined as teaching pupils about how they can make good decisions about their own health and wellbeing, and how physical health and mental wellbeing are interlinked.
- 3.4. The majority of the RSE and health education curriculum will be delivered through PSHE lessons, with statutory elements taught via the science curriculum. Some topics may also be covered during ICT lessons such as internet safety issues, as well as curriculum enrichment sessions.
- 3.5. The PSHE subject leaders will work closely with their colleagues in related curriculum areas to ensure the curriculum compliments and does not duplicate the content covered in national curriculum subjects.
- 3.6. The curriculum has been developed in line with the DfE’s ‘Relationships Education, Relationships and Sex Education (RSE) and Health Education’ guidance.
- 3.7. The school will consider the context and views of the wider local community when developing the curriculum to ensure it is reflective of issues in the local area.
- 3.8. The school will consider the religious background of all pupils when planning teaching, to ensure all topics included are appropriately handled.
- 3.9. The RSE and health education curriculum is informed by topical issues in the school and wider community, to ensure it is tailored to pupils’ needs, for example, if there was a local prevalence of specific sexually transmitted infections, our curriculum would be tailored to address this issue.

4. RSE subject overview

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

Families

- 4.2. By the end of secondary school, pupils will have studied:
 - Different types of committed, stable relationships.
 - How these relationships might contribute to human happiness and their importance for bringing up children.
 - What marriage is in comparison to cohabitation.
 - Why marriage is an important relationship choice for many couples and why it must be freely entered into.
 - The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting.
- 4.3. Pupils will also have studied:
 - Whether other children, adults or sources of information are trustworthy.

- Judging 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.

Respectful relationships, including friendships

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

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

Online and media

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

- 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.

Being safe

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

- 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. (The depth in which these topics are studied depends on the individual needs of the pupils and class).
- How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn – this includes online.

Intimate and sexual relationships, including sexual health

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

- 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. RSE programmes of study

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

5.2. Year 7:

- Gender stereotypes
- Puberty
- Sexual organs and their role
- Personal hygiene
- Menstruation
- Sexual intercourse and the process of reproduction
- Private and public places and appropriate/ inappropriate touch
- Different types of families and family disputes.

5.3. Year 8:

- Emotional, social and physical changes during puberty
- Gender stereotyping and assumptions
- Positive and healthy friendships including bullying and ways to deal with this
- Rights and responsibilities in behaviour choices and how to keep yourself self
- Benefits and reasons for marriage or cohabitation
- Male and female reproductive systems

- Menstrual cycle and where to seek support
- Sexual intercourse including personal choice, delaying and abstaining from sex
- Conception and stages of pregnancy
- Effectiveness of different methods of contraception
- STIs – their prevalence, risks and impact

5.4. Year 9:

- Discussion and challenging of gender and sexuality stereotyping
- Different types of loving relationships including LGBTQ+
- Homophobia and the impact of this
- Rights and respect within intimate relationships
- Physical and emotional changes of puberty and where to seek support
- Fertilisation, conception and the effectiveness of contraception
- STIs – identifying symptoms, prevention and treatment and sources of advice and support
- Pressures to have sex and consequences, and advantages of abstaining
- The link between drugs, alcohol and risky sexual behaviour
- Sexual assault and personal safety.

5.5. Year 10&11:

- Positive intimate relationships, including negative relationships and teenage relationship abuse
- Consent, sexual assault, domestic abuse, rape, grooming, abuse and exploitation – warning signs and sources of advice/support
- Contraception choices, conception, reproduction and birth
- Choices in relation to pregnancy, impartial information and advice/support
- Realities of parenting and qualities of good parenting
- STIs – prevalence, impact, prevention and treatment
- Appropriate and inappropriate touch including abuse

- Pressures to have sex and consequences of this
- Sharing of sexual images online and consequences
- Pornography and misconceptions – negative impact on relationships
- Concept of, and laws relating to, forced marriage and FGM.
- Healthy relationships – child sexual exploitation, grooming and the importance of respect and consent in relationships.

6. Health Education Subject Overview

6.1. The physical health and mental wellbeing curriculum is taught as part of the PSHE, ICT, PE, food technology, and science curriculum, and will continue to develop pupils' knowledge on the topics taught at a primary level, in addition to the content outlined in this section.

Mental wellbeing

6.2. By the end of secondary school, pupils will have studied:

- How to talk about their emotions accurately and sensitively, using appropriate vocabulary.
- That happiness is linked to being connected to others.
- How to recognise the early signs of mental wellbeing concerns.
- Common types of mental ill health, e.g. anxiety and depression.
- How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.
- The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.

Internet safety and harms

6.3. By the end of secondary school, pupils will have studied:

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

Physical health and fitness

6.4. By the end of secondary school, pupils will have studied:

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

Healthy eating

6.5. By the end of secondary school, pupils will have studied:

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

Drugs, alcohol and tobacco

6.6. By the end of secondary school, pupils will have studied:

- 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.

Health and prevention

6.7. By the end of secondary school, pupils will have studied:

- About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.
- About dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.
- The benefits of regular self-examination and screening.
- The facts and science relating to immunisation and vaccination.
- The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.

Basic first aid

6.8. By the end of secondary school, pupils will have studied:

- Basic treatments for common injuries.
- Life-saving skills, including how to administer CPR.
- The purpose of defibrillators and when one might be needed.

Changing adolescent body

6.9. By the end of secondary school, pupils will have studied:

- 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.

7. Health education programmes of study

7.1. The school is free to determine an age-appropriate, developmental curriculum which meets the needs of young people and includes the statutory content outlined in [section 6](#) of this policy.

7.2. Year 7:

- Emotions – recognising and dealing with emotions.
- Friendships and bullying including risks of cyber bullying, and getting advice and support
- Internet safety - risks related to using the internet, dangers of speaking to strangers, precautions which can be taken to stay safe online, cyberbullying and its impact, and communicating appropriately online.

7.3. Year 8:

- Managing emotions – identifying different emotions and exploring strategies to cope with difficult emotions such as anger and stress. Exploring positive thinking and mindfulness/ relaxation exercises.
- Personal hygiene and its importance
- Drugs, alcohol and smoking – risks and attitudes of alcohol, smoking and illegal drugs, peer pressure scenarios and strategies to resist.
- Internet safety - using technology safely, respectfully and responsibly, recognising acceptable/unacceptable behaviour, identifying a range of ways to report concerns about content and contact, awareness of online behaviours, in order to stay safe, ways to deal with unpleasant forms of electronic communication, awareness of cyber-bullying, personal information importance of privacy and passwords.

7.4. Year 9:

- Drugs education – risks of smoking, alcohol, volatile substances and specific illegal drugs, addiction and the physical/ psychological impact, peer pressure and strategies to resist this, the role of drugs and alcohol on risky behaviour, personal safety and ways to stay safe, dangers of prescribed drugs, first aid including the recovery position, and the law relating to legal and illegal drugs.
- Healthy Lifestyles – the impact of a healthy diet and exercise, poor diet and links to cancer, the role of healthcare services and agencies who can provide support/ advice for different health problems, sun safety and risks of skin cancer, identifying emergency and non-emergency situations.
- Internet safety – understanding of e-safety and ways to protect themselves online and report abuse, develop an understanding of the precautions which can be taken to stay safe online, cyberbullying and its impact.

7.5. Year 10 & 11:

- Mental health and emotional wellbeing – recognising emotional wellbeing and developing resilience, understanding various mental health issues such as the signs and symptoms of self-harm, eating disorders, depression, anxiety, stress and anger, and where to seek support and advice.
- Drugs and health education – bacteria and viruses including treatment, prevention and the role of antibiotics, facts relating to immunisations and vaccinations, poor diet and links to tooth decay and cancer, blood, organ and stem cell donation, effects and risks of smoking, alcohol, illegal drugs including psychoactive substances, dangers of prescribed drugs, drug classification and the law including penalties for supply and possession, and sources for support and advice.
- Diversity, prejudice and discrimination – recognising stereotypes and prejudice/ discrimination in relation to age, gender, sexuality, religion, disability and race, consequences of prejudice and discrimination, discrimination and the law, and promotion of the values of respect for all.
- Internet safety – ways to keep safe online, reporting suspicious behaviour, knowledge of what social media is and how it can be used positively/ negatively, identifying cyberbullying and its consequences, recognising that people's online information can be helpful or harmful to their reputation and image, identifying real life risks relating to sexting, recognising the dangers of gaming online and how to stay safe.
- Healthy lifestyles including healthy eating and diet, physical activity, personal hygiene, dental health and mental health and wellbeing.

- First Aid – importance of first aid, how to get help, recognising different health problems, how to put someone in the recovery position, how to administer CPR, and general treatment and knowledge of common injuries and conditions.
- Mental wellbeing – positive mindsets and positive mental health, recognising and understanding emotions including empathy and anger, and strategies to deal with mental wellbeing concerns.
- Internet safety – how to be safe online, age restrictions, privacy settings, passwords and sharing of personal information, risks of sharing information online including abuse, bullying and harassment, and risks of online gambling.

8. Delivery of the curriculum

- 8.1. The majority of the RSE and health education curriculum will be delivered through the PSHE curriculum. However, elements are delivered through ICT, science, PE and food technology lessons as well as curriculum enrichment sessions.
- 8.2. Through effective organisation and delivery of the subject, we will ensure that:
 - Core knowledge is sectioned into units of a manageable size.
 - The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work.
 - Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.
- 8.3. The RSE and health education curriculum will be delivered by appropriately trained members of staff.
- 8.4. The curriculum will proactively address issues in a timely way in line with current evidence on pupil's physical, emotional and sexual development.
- 8.5. RSE and health education will be delivered in a non-judgemental, age-appropriate, factual and inclusive way that allows pupils to ask questions in a safe environment.
- 8.6. Teaching of the curriculum reflects requirements set out in law, particularly in the Equality Act 2010, so that pupils understand what the law does and does not allow, and the wider legal implications of the decisions they make.
- 8.7. The school integrates LGBTQ+ content into the RSE curriculum – this content will be taught as part of the overall curriculum, rather than a standalone topic or lesson. LGBTQ+ content will be approached in a sensitive, age-appropriate and factual way that allows pupils to explore the features of stable and healthy same-sex relationships.

- 8.8. All teaching and resources are assessed by the PSHE subject leaders to ensure they are appropriate for the age and maturity of pupils, are sensitive to their religious backgrounds and meet the needs of specific SEND. Parents are welcome to view these materials.
- 8.9. Classes may be taught in gender-segregated groups dependent on the nature of the topic being delivered at the time, where it is only appropriate to discuss the body in single gender groups.
- 8.10. Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning.
- 8.11. Inappropriate images, videos, etc. will not be used, and resources will be selected with sensitivity given to the age, SEND and cultural background of pupils.
- 8.12. Teachers will establish what is appropriate for one-to-one and whole-class settings, and alter their teaching of the programmes accordingly.
- 8.13. Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively and honestly.
- 8.14. The curriculum will be designed to focus on boys as much as girls and activities will be planned to ensure both are actively involved, matching their different learning styles.
- 8.15. Teachers will focus heavily on the importance of stable, healthy relationships when teaching RSE, though sensitivity will always be given as to not stigmatise pupils on the basis of their home circumstances.
- 8.16. Teachers will ensure lesson plans focus on challenging perceived views of pupils based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.
- 8.17. In teaching the curriculum, teachers will be aware that pupils may raise topics such as self-harm and suicide. When talking about these topics in lessons, teachers will be aware of the risks of encouraging these behaviours and will avoid any resources or material that appear as instructive rather than preventative.
- 8.18. Discrete, one-to-one or small group RSE and health intervention sessions are also delivered by trained staff, as and when needed, to address particular areas of need for specific pupils such as personal hygiene, menstruation, appropriate and inappropriate touch, consent, exploitative relationships and staying safe online.

9. Curriculum links

- 9.1. The school seeks opportunities to draw links between RSE and health education and other curriculum subjects wherever possible to enhance pupils' learning.
- 9.2. RSE and health education will be linked to the following subjects:
 - **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.
 - **Food Technology** – pupils are taught what constitutes a healthy diet and the importance of this in everyday life.
 - **PSHE** (including 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. Pupils learn about respect and difference, values and characteristics of individuals.
 - **RE/Ethics** – pupils are taught about Fundamental British Values to reflect life in modern Britain promoting the values of Democracy, Rule of Law, Respect and Tolerance, and Individual Liberty

10. Working with parents

- 10.1. The school understands that parents' role in the development of their children's understanding about relationships and health is vital.
- 10.2. The school understands that the teaching of some aspects of the curriculum may be of concern to parents. Details of the RSE and health education curriculum are available on the PSHE page of the school website which includes what is taught and when.
- 10.3. If parents have concerns regarding RSE and health education, they should, in the first instance, contact the class teacher. Parents are then welcome to speak to the PSHE lead if they have further concerns. They may submit these concerns via email, or contact the school office on 0151 2143434.

11. Working with external agencies

- 11.1. Working with external agencies can enhance our delivery of RSE and health education, and brings in specialist knowledge and different ways of engaging pupils.

- 11.2. External experts may be invited to assist from time-to-time with the delivery of the RSE and health education curriculum but will be expected to comply with the provisions of this policy.
- 11.3. The school will check the visitor/visiting organisation's credentials of all external agencies.
- 11.4. The school will ensure the teaching delivered by the external experts fits with the planned curriculum and provisions of this policy.
- 11.5. The school will discuss with the visitor the details of how they intend to deliver their sessions and ensure the content is age-appropriate and accessible for all pupils.
- 11.6. The school will request copies of the materials and lesson plans the visitor will use, to ensure it meets the full range of pupils' needs.
- 11.7. The school and the visitor will agree on how confidentiality will work in any lesson and that the visitor understands how safeguarding reports must be dealt with in line with the school's Safeguarding Policy.
- 11.8. The school will use visitors to enhance teaching by an appropriate member of teaching staff, not to replace teaching by those staff.

12. Withdrawal from lessons

- 12.1. Parents have the right to request that their child is withdrawn from some or all of sex education delivered as part of statutory RSE.
- 12.2. Parents **do not** have a right to withdraw their child from the relationships or health elements of the programmes.
- 12.3. Requests to withdraw a child from sex education will be made in writing to the Headteacher.
- 12.4. Before granting a withdrawal request, the Headteacher will discuss the request with the parents and, as appropriate, the child, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum.
- 12.5. The Headteacher will inform parents of the benefits of their child receiving RSE and any detrimental effects that withdrawal might have.
- 12.6. Following discussions with parents, the school will respect the parents' request to withdraw their child up to and until three terms before the child turns 16. After this point, if the child wishes to receive RSE rather than be withdrawn, the school will make arrangements to provide the child with RSE.
- 12.7. Pupils who are withdrawn from RSE will receive appropriate, purposeful education during the full period of withdrawal.

13. Equality and accessibility

- 13.1. The school will comply with the relevant requirements of the Equality Act 2010 and will ensure the curriculum does not discriminate against pupils because of their:
- Age
 - Sex
 - Race
 - Disability
 - Religion or belief
 - Gender reassignment
 - Pregnancy or maternity
 - Marriage or civil partnership
 - Sexual orientation
- 13.2. The school will consider the backgrounds, gender, age range and needs of its pupils and determine whether it is necessary to put in place additional support for pupils with the above protected characteristics.
- 13.3. The school understands that all pupils with SEND are entitled to learn about RSE and health education, and the curriculum will be designed to be inclusive of all pupils.
- 13.4. The school is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND – teachers will understand that they may need to liaise with the SENCO and be more explicit and adapt their planning or work to appropriately deliver the curriculum to specific pupils.
- 13.5. Where there is a need to tailor content and teaching to meet the needs of pupils at different developmental stages, the school will ensure the teaching remains sensitive, age-appropriate, developmentally appropriate and is delivered with reference to the law.
- 13.6. The school will take steps to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, and provide an environment which challenges perceived limits on pupils based on their gender or any other characteristic.
- 13.7. The school will be actively aware of everyday issues such as sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture within which these are not tolerated. Any occurrences of such issues will be identified and tackled promptly.
- 13.8. The school will make clear that sexual violence and sexual harassment are not acceptable and will not be tolerated. Any reports of sexual violence or sexual harassment will be handled in accordance with the school's Behaviour Policy.

14. Safeguarding and confidentiality

- 14.1. All pupils will be taught about keeping themselves safe, including online, as part of a broad and balanced curriculum.
- 14.2. Confidentiality within the classroom is an important component of RSE and health education, and teachers are expected to respect the confidentiality of their pupils as far as is possible.
- 14.3. Teachers will, however, understand that some aspects of RSE 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 Designated Safeguarding Lead will be alerted immediately.
- 14.4. Pupils will be made aware of how to raise their concerns or make a report, and how their report will be handled – this includes the process for when they have a concern about a peer.

15. Assessment

- 15.1. The school has the same high expectations of the quality of pupils' work in RSE and health education as for other curriculum areas.
- 15.2. Lessons are planned to provide suitable challenge to pupils of all abilities.
- 15.3. Assessments are used to identify where pupils need extra support or intervention.
- 15.4. There are no formal examinations for RSE and health education however school captures progress in the following ways:
 - Baseline assessments.
 - Learning Walks
 - Student and staff feedback
 - Formative tick list to show teacher observations of skills and knowledge from lesson to lesson.
 - Scrutiny of pupil work.

16. Staff training

- 16.1. Training will be provided by the RSE and health education subject leader to the relevant members of staff to ensure they are up-to-date with the RSE and health education curriculum.
- 16.2. Training will also be scheduled around any updated guidance on the curriculum and any new developments, such as "sexting", which may need to be addressed in relation to the curriculum.

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

17. Monitoring quality

17.1. The RSE and health education subject leader and T& L leader are responsible for monitoring the quality of teaching and learning for the subject.

17.2. The RSE and health education subject leader will conduct regular subject assessments, which will include a mixture of the following:

- Self-evaluations
- Topic feedback forms
- Learning walks
- Work scrutiny
- Lesson planning scrutiny/feedback
- Discussion with SLT
- Discussion with the staff team.

18. Monitoring and review

18.1. This policy will be reviewed on an annual basis.

18.2. Any changes needed to the policy, including changes to the programmes, will be implemented by the PSHE subject leaders.

18.3. The next scheduled review date for this policy is September 2021.