

WOLFRETON SCHOOL and SIXTH FORM COLLEGE

Policy Document RSE and Health POLICY

Written in January 2020 by:	
Assistant Headteacher – Personal Development and Safeguarding	
Frequency of Review	Annually
Adopted	
Reviewed	
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1. Statement of Intent

At Wolfreton School and Sixth Form College, we understand the importance of educating young people about relationships, sex and their health, to enable them to make responsible and well-informed decisions in their lives.

The teaching of RSE and health education can help to prepare young people for the opportunities, responsibilities and experiences of adult life. It allows us to promote the spiritual, moral, social, cultural, mental and physical development of young people at academy and in the wider society.

As an academy, we work to provide young people with high-quality, informed and age-appropriate teaching of these subjects. This policy outlines how the academy's RSE and health education curriculum will be organised and delivered, to ensure it meets the needs of all young people.

2. Key terms

- 2.1 All academies providing secondary education are required to deliver statutory RSE and all state-funded academies are required to deliver health education.
- 2.2 For the purpose of this policy, **“relationships and sex education”** is defined as teaching young people about developing healthy, nurturing relationships of all kinds, and helping them to understand human sexuality and to respect themselves and others.
- 2.3 For the purpose of this policy, **“health education”** is defined as teaching young people about how they can make good decisions about their own health and wellbeing, and how physical health and mental wellbeing are interlinked.

3. Legislation and statutory requirements

- 3.1 This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:
 - Equality Act 2010
 - DfE (2020) '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

3.2 This policy operates in conjunction with the following Academy and Trust policies:

- Positive Discipline Behaviour Policy
- SEND Policy
- E-safety Policy
- Equality Policy
- Anti-Bullying Policy
- Child Protection and Safeguarding Policy

3.3 The curriculum has been developed in line with the DfE's 'Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance.

3.4 The majority of the RSE and health education curriculum will be delivered through PSHE education, with statutory elements taught via the science curriculum.

3.5 The Lead Practitioner of PSHE and Societal Studies will work closely with colleagues in related curriculum areas to ensure the curriculum complements and does not duplicate the content covered in national curriculum subjects.

3.6 The academy will consider the religious background of all young people when planning teaching, to ensure all topics included are appropriately handled.

4 Roles and responsibilities

4.1 The Local Governing Body is responsible for:

- Ensuring the RSE and health education curriculum is well-led, effectively managed and well-planned.
- Ensuring the quality of provision is regularly and effectively evaluated.
- Ensuring that teaching is delivered in ways that are accessible to all young people with SEND.
- Ensuring clear information is provided 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 academy can fulfil its legal obligations.

4.2 The Assistant Headteacher – Personal Development is responsible for:

- Ensuring the academy meets its statutory requirements in relation to RSE and health education.
- The overall implementation of this policy.
- Ensuring RSE and health education is resourced, staffed and timetabled in a way that ensures the academy can fulfil its legal obligations.
- Ensuring all staff are suitably trained to deliver the subjects.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring that teaching is delivered in ways that are accessible to all young people with SEND.
- Providing clear information to parents on the subject content and the right to request that their child is withdrawn.
- Ensuring parents are fully informed of this policy.
- Reviewing all requests to withdraw young people 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 young people receive appropriate, purposeful education during the period of withdrawal.
- Encouraging parents to be involved in consultations regarding the academy's RSE and health education curriculum.
- Reviewing this policy on an annual basis.
- Reporting to the Local Governing Body on the effectiveness of this policy and the curriculum.

4.3 The Lead Practitioner of PSHE and Societal Studies 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 a coherent and sequenced curriculum with continuity and progression across years.
- Helping to develop colleagues' expertise in the subject.
- Ensuring teachers are provided with adequate resources to support teaching of the curriculum.
- Leading staff meetings and ensuring all members of staff involved in the curriculum have received the appropriate training.

- Organising, providing and monitoring CPDL opportunities in the subject.
- Ensuring the correct standards are met for reviewing learner performance.
Monitoring and evaluating the effectiveness of the RSE and health education.

4.4 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 is 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 SENDCO about identifying and responding to the individual needs of young people with SEND.
- Liaising with the Lead Practitioner of PSHE and Societal Studies about key topics, resources and support for individual young people.
- Monitoring learner progress in RSE and health education.
- Reporting any concerns regarding the teaching of RSE or health education to the Lead Practitioner of PSHE and Societal Studies or the Assistant Headteacher – Personal Development and Safeguarding.
- Reporting any safeguarding concerns or disclosures that young people may make as a result of the subject content to the DSL.
- Responding appropriately to young people whose parents have requested to withdraw them from the non-statutory components of RSE, by providing them with alternative education opportunities.

4.5 The SENDCO is responsible for:

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

5. RSE Content Overview

Wolfreton provides a holistic approach to the delivery of the RSE curriculum. Key themes delivered by our core subjects, including Science, ensure that fundamental knowledge and understanding is established.

The RSE curriculum is primarily delivered through timetabled PSHE lessons starting in Year 7. To extend and consolidate the key themes covered in these lessons, the academy delivers PSHE Enrichment Days. These days provide young people with the opportunity to further explore key RSE strands.

This overview of outlines the content explicitly covered through the PSHE curriculum.

Year 7		
Half Term 1	Half Term 2	Half Term 3
Introduction to PSHE <ul style="list-style-type: none"> • Introduction to PSHE • Who am I? (Self-awareness) • New Beginnings • Resilience 	What are British Values? <ul style="list-style-type: none"> • Introduction to British Values • Democracy • Tolerance • Rule of Law 	Introduction to Relationships <ul style="list-style-type: none"> • Healthy Relationships • Friendships • Bullying
Key aspects of the RSE Curriculum covered this term (Half term 1 and 3) <ul style="list-style-type: none"> • That there are different types of committed, stable relationships. • How these relationships might contribute to human happiness and their importance for bringing up children. • The characteristics and legal status of other types of long-term relationships. • 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 to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed. 		
Key aspects of the RSE Curriculum covered this term (Half term 3) An introduction to: <ul style="list-style-type: none"> • 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 academy and in 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. • 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. • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to seek help. 		
Half Term 4	Half Term 5	Half Term 6
Introduction to Careers <ul style="list-style-type: none"> • Introduction to Careers • Raising Aspirations • Employment skills Environmental Awareness Day (PSHE Enrichment Day)	Introduction to Esafety <ul style="list-style-type: none"> • Introduction to E-safety • Digital Footprint • Cyberbullying • Influences 	Introduction to Healthy Lifestyles <ul style="list-style-type: none"> • Hygiene • Puberty • Emotional Changes • Periods
Key aspects of the RSE Curriculum covered this term (Half term 5) <ul style="list-style-type: none"> • 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 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. • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to seek help. 		

Key aspects of the RSE Curriculum covered this term (Half term 6)

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

Year 8		
Half Term 1	Half Term 2	Half Term 3
<p>Sex, Relationships and Lifestyle Choices</p> <ul style="list-style-type: none"> • Introduction to Sex & Relationships • Break ups • STIs • Contraception 	<p>Choices</p> <ul style="list-style-type: none"> • Consent • Issues with Gender and Sexuality • Drugs/Alcohol <p>Careers Day – Real Game (PSHE Enrichment Day)</p>	<p>Mental Health and Emotional Wellbeing</p> <ul style="list-style-type: none"> • Introduction to Mental Health • Healthy Minds • Anxiety & Depression

Key aspects of the RSE Curriculum covered this term (Half term 1)

- How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn – this includes online.
- 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 facts about the full range of contraceptive choices, their effectiveness and options available.
- How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced
- Through safer sex (including through condom use) and the importance of and facts about testing.
- about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.

Key aspects of the RSE Curriculum covered this term (Half term 2 & 3)

- 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 there are a 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 to enjoy intimacy without sex.
- 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.

Half Term 4	Half Term 5	Half Term 6
<ul style="list-style-type: none"> Resilience Mind Training 	<ul style="list-style-type: none"> Introduction to Money Management Budgeting/Saving Cost of Living Understanding Debt 	<ul style="list-style-type: none"> Ethical Spending Learning to Drive Moving Out
Key aspects of the RSE Curriculum covered this term (Half term 1) <ul style="list-style-type: none"> Development of topics covered in Year 7 		

Year 9		
Half Term 1	Half Term 2	Half Term 3
Choices <ul style="list-style-type: none"> Substance Abuse Alcohol Smoking Illegal Highs Ethics of Drug Use Drug Laws Antisocial behaviour & Gangs 	Healthy Relationships <ul style="list-style-type: none"> Body Image Sexting Abuse Controlling Relationships LGBTQ+ Relationships Homophobia Transphobia Racism & Discrimination Prison Me No Way (PSHE Enrichment Day)	Careers <ul style="list-style-type: none"> Introduction to Careers Problem Solving Listening and Presenting Aiming High and Adapting Creativity Post 16 Options & Apprenticeships

Key aspects of the RSE Curriculum covered this term (Half term 1)

- 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.
- The benefits of regular self-examination and screening

Key aspects of the RSE Curriculum covered this term (Half term 2)

- Development of the Key aspects covered in Year 7 and 8
- How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn – this includes online.
- 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.

Half Term 4	Half Term 5	Half Term 6
British Values <ul style="list-style-type: none"> British Values 	Healthy Lifestyles <ul style="list-style-type: none"> Healthy Lifestyles Active Lifestyles Opportunity Diet Health Risks/Stress Routine Rest & Recovery 	Crime and Punishment <ul style="list-style-type: none"> Crime and Criminality Legal System Courts Prison Radicalisation Terrorism Prevent

Key aspects of the RSE Curriculum covered this term (Half term 4)

Development of the Key aspects covered in Year 7

Year 10		
Half Term 1	Half Term 2	Half Term 3
<p style="text-align: center;">Citizenship</p> <ul style="list-style-type: none"> • Introduction to Citizenship • Rights and Responsibilities • Rich vs Poor • Knife Crime • Crime and Council Estates • Emergency Services • NHS (Key workers/Coronavirus) 	<p style="text-align: center;">Sex and Relationships</p> <ul style="list-style-type: none"> • Sex • Positive Relationships • Domestic Violence • Teenage Pregnancy • Parenting • FGM • Pornography 	<p style="text-align: center;">Mental Well-being</p> <ul style="list-style-type: none"> • Role Models • Leadership • Addiction • Eating Disorder • Routine • Sleep
<p>Key aspects of the RSE Curriculum covered this term (Half term 2)</p> <ul style="list-style-type: none"> • How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn – this includes online. • 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 around pregnancy including miscarriage. • That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help). • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for both men and women. • The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting. • The facts about the full range of contraceptive choices, their effectiveness and options available. • 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. • 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 (in all contexts, including online). • 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. <p>Key aspects of the RSE Curriculum covered this term (Half term 3)</p> <ul style="list-style-type: none"> • 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. 		
Half Term 4	Half Term 5	Half Term 6
<p style="text-align: center;">Finance</p> <ul style="list-style-type: none"> • Finance • Gambling/online apps • Scams • Financial planning • Creating awareness 	<p style="text-align: center;">Careers</p> <ul style="list-style-type: none"> • First Aid • Work Experience Prep/Passport 	<p style="text-align: center;">Politics</p> <ul style="list-style-type: none"> • Work Experience Prep/Passport • Politics

Key aspects of the RSE Curriculum covered this term (Half term 4)

- 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.

Key aspects of the RSE Curriculum covered this term (Half term 5)

First aid including:

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

Year 11		
Half Term 1	Half Term 2	Half Term 3
Careers, Advice and Guidance Day <ul style="list-style-type: none"> • Mock interviews • Apprenticeship presentation • Social Media in the workplace • Interview preparation • Log on Move on (PSHE Enrichment Day)	Sixth Form Futures / Study Skills (PSHE Enrichment Day)	
Half Term 4	Half Term 5	Half Term 6
Sex and Relationships Day (PSHE Enrichment Day)		

Key aspects of the RSE Curriculum covered this term (Half term 4)
Development of the Key aspects covered in Year 10

Tutor Themes - Years 7 to 11		
Half Term 1	Half Term 2	Half Term 3
<ul style="list-style-type: none"> • Relationships – Being ‘Nice at Wolfreton’ • The Wonder of language European Languages Day • Respect – Black History Month • Thinking of Other – Black History Month • The meaning of spirituality 	<ul style="list-style-type: none"> • Looking after each other • Honouring the past – Armistice • Strength from within – Mental Health • Transformation – Emotional Health • Giving – House Charities • Coping with Separation and Loss – Emotional Wellbeing • Light of the World – Protecting the vulnerable 	<ul style="list-style-type: none"> • Fresh Starts – Setting targets and resilience • We are all talented – Diversity • Learning from the past – Diversity in society • Holocaust memorial • Peace, activism and reconciliation – human rights • Tolerance – being LGBTQ in 2020
Half Term 4	Half Term 5	Half Term 6
<ul style="list-style-type: none"> • Sexual stereo types – Gender equality • True equality – Women’s rights • Charity – Comic relief • BE the best you can be – Self image • Second chances – local community • Rights and responsibilities in the local community 	<ul style="list-style-type: none"> • Social media – the positives • Relationships and social media • Bullying • Sexting 	<ul style="list-style-type: none"> • Risks of sexting • What are study skills • Routines for learning – character and resilience • Being global citizens – managing stress • Recognising unhealthy relationships.

6. Delivery of the curriculum

- 6.1 The majority of the RSE and health education curriculum will be delivered through the PSHE curriculum with identified aspects delivered through national curriculum subjects. The academy will look for opportunities to make links between the subjects and integrate teaching to ensure a coherent, sequenced approach.
- 6.2 The academy will integrate LGBTQ+ content into the RSE curriculum – this content will be taught as part of the overall curriculum. LGBTQ+ content will be approached in a sensitive, age-appropriate and factual way that allows young people to explore the features of stable and healthy same-sex relationships.
- 6.3 All teaching and resources are assessed by Lead Practitioner of PSHE and Societal Studies to ensure they are appropriate for the age and maturity of young people, are sensitive to their religious backgrounds and meet the needs of any SEND, if applicable.
- 6.4 Appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning in each year group. Inappropriate images, videos, etc. will not be used.
- 6.5 Young people will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning as outlined in the academy's E-safety Policy, and Acceptable Use Policy.
- 6.6 Teachers will ensure that young peoples' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively and honestly.
- 6.7 Teachers will ensure lesson plans focus on challenging perceived views of young people based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.
- 6.8 In teaching the curriculum, teachers will be aware that young people may raise topics such as self-harm and suicide. When talking about these topics in lessons, teachers will be aware of the risks of discussing these behaviours and will avoid any resources or material that appear as instructive rather than preventative.

7 Curriculum links

- 7.1 The academy seeks opportunities to draw links between RSE and health education and other curriculum subjects wherever possible to enhance young people' learning.
- 7.2 RSE and health education will be linked to the following subjects:
 - **Science** – young people are taught about the main external parts of the body and changes to the human body as it grows, including puberty.
 - **ICT and computing** – young people are taught about how they can keep themselves safe online and the different risks that they may face online as they get older.
 - **PE** – young people 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** – young people 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. Young people learn about respect and difference, values and characteristics of individuals.

- **Ethics and Society** – young people are taught 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.

8 Working with parents

- 8.1 The academy understands that parents' role in the development of their children's understanding about relationships and health is vital.
- 8.2 The academy will work with parents, communicating via letter or where appropriate through consultation meetings, when planning and delivering the content of the academy's RSE and health education curriculum. This will include provision of:
- The curriculum content, including what will be taught and when.
 - Examples of the resources the academy intends to use to deliver the curriculum.
 - Information about parents' right to withdraw their child from non-statutory elements of RSE and health education.
- 8.3 Parents will be provided with opportunities to understand and ask questions about the academy's approach to RSE and health education.
- 8.4 If parents have concerns regarding RSE and health education, they may submit these via email to enquiries@wolfreton.co.uk, or contact the academy office to arrange a meeting with the Lead Practitioner of PSHE and Societal Studies or the Assistant Headteacher – Personal Development via Switchboard (01482 659356) or enquiries@wolfreton.co.uk.

9 Working with external agencies

- 9.1 Working with external agencies can enhance delivery of RSE and health education and can bring in specialist knowledge and different ways of engaging young people. 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. The academy will follow appropriate safeguarding procedures in all instances of external agency support.
- 9.2 The academy 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 young people.
- 9.3 The academy 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 academy's Child Protection and Safeguarding Policy.

10 Withdrawal from lessons

- 10.1 Parents have the right to request that their child is withdrawn from some or all of sex education delivered as part of statutory RSE.
- 10.2 Parents **do not** have a right to withdraw their child from the relationships or health elements of the programmes.

- 10.3 Requests to withdraw a child from sex education will be made in writing to the Assistant Headteacher – Personal Development and Safeguarding.
- 10.4 Before granting a withdrawal request the Assistant Headteacher – Personal Development and Safeguarding will discuss the request with the parents and where appropriate the child, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum.
- 10.5 The Assistant Headteacher – Personal Development and Safeguarding will inform parents of the benefits of their child receiving RSE and any detrimental effects that withdrawal might have.
- 10.6 All discussions with parents will be recorded as part of the young person’s file.
- 10.7 Following discussions with parents, the academy 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 academy will make arrangement to provide the child with RSE.
- 10.8 Young people who are withdrawn from RSE will receive appropriate, purposeful education during the full period of withdrawal.
- 10.9 For requests concerning the withdrawal of a young person with SEND, the Assistant Headteacher – Personal Development and Safeguarding may take the young person’s specific needs into account when making their decision.

11 Equality and accessibility

- 11.1 The academy will comply with the relevant requirements of the Equality Act 2010 and will ensure the curriculum does not discriminate against young people because of their:
- Age
 - Sex
 - Race
 - Disability
 - Religion or belief
 - Gender reassignment
 - Pregnancy or maternity
 - Marriage or civil partnership
 - Sexual orientation

- 11.2 The academy will consider the backgrounds, gender, age range and needs of its young people and determine whether it is necessary to put in place additional support for young people with the above protected characteristics.
- 11.3 The academy understands that young people with SEND are entitled to learn about RSE and health education, and the curriculum will be designed to be inclusive of all young people.
- 11.4 The academy is aware that some young people 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 SENDCO and be more explicit and adapt their planning or work to appropriately deliver the curriculum to young people with SEND.
- 11.5 Where there is a need to tailor content and teaching to meet the needs of young people at different developmental stages, the academy will ensure the teaching remains sensitive, age-appropriate, developmentally appropriate and is delivered with reference to the law.
- 11.6 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 young people based on their gender or any other characteristic.
- 11.7 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.
- 11.8 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 academy's Child Protection and Safeguarding Policy.
- 11.9 All young people will be taught about keeping themselves safe, including online, as part of a broad and balanced curriculum.
- 11.10 Confidentiality within the classroom is an important component of RSE and health education, and teachers are expected to respect the confidentiality of their young people as far as is possible. Teachers will however, understand that some aspects of RSE may lead to a young person raising a safeguarding concern, e.g. disclosing that they are being abused, and that if a disclosure is made, the DSL or Safeguarding and Inclusion Manager will be alerted immediately.
- 11.11 Young people 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.

12 Assessment

- 12.1 The academy has the same high expectations of the quality of young peoples' work in RSE and health education as for other curriculum areas and lessons are planned to provide suitable challenge to young people of all abilities.
- 12.2 There are no formal examinations for RSE and health education however to assess outcomes, the academy will capture progress in the following ways:
- Key Marked Work
 - Written assignments
 - Short answer tests

- Self-evaluations

13 Staff training

- 13.1 Training will be provided by the Lead Practitioner of PSHE and Societal Studies to the relevant members of staff to ensure they are up-to-date with the RSE and health education curriculum.
- 13.2 Additional advice and support can be signposted towards the academies pastoral team or external agencies including the school nursing team.

14 Monitoring quality

- 14.1 The Lead Practitioner of PSHE and Societal Studies will monitor the quality of education conducting quality assurance via a mixture of lesson and learning reviews. Recommendations for improvement will be discussed and implemented in consultation with the Assistant Headteacher – Personal Development.

15 Monitoring and review

- 15.1 This policy will be reviewed annually by the Assistant Headteacher – Personal Development and the Lead Practitioner of PSHE and Societal Studies.
- 15.2 Any required changes, including changes to the programmes, will be implemented by the Assistant Headteacher – Personal Development.
- 15.3 Any changes to the policy will be clearly communicated to all members of staff and wherever necessary, parents and young people.