



**Thorpe St Andrew School and Sixth
Form
Secondary School RSE and Health
Education Policy**

**Reviewed - December 2020
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Statement of intent

At Thorpe St Andrew School and Sixth Form, we understand the importance of educating students about sex, relationships and their health, for them to make responsible and well informed decisions in their lives.

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

We have an obligation to provide students with high-quality, evidence and age-appropriate teaching of these subjects. This policy outlines how the school's RSE and health education curriculum will be organised and delivered, to ensure it meets the needs of all students.

1. Legal framework

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

- Equality Act 2010
- DfE (2020) 'Keeping children safe in education'
- **[Draft statutory guidance]** DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2015) 'National curriculum in England: science programmes of study'
- **[This is a draft item of legislation and has not yet been made as a UK Statutory Instrument]** The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019.
- Children and Social Work Act 2017

1.2 This policy operates in conjunction with the following school policies:

- Behaviour and Attitude for Excellence Policy
- SEND Policy
- E-safety Policy
- Equal Opportunities Policy
- Anti-Bullying Policy
- Safeguarding Policy
- Privacy Notice For Students Policy
- Social, Emotional and Mental Health (SEMH) Policy
- Acceptable Terms of Use Agreement

2. Roles and responsibilities

2.1 The Governing Board is responsible for:

- Ensuring all students 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 students 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 Principal 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. R
- Reviewing all requests to withdraw students 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 students receive appropriate, purposeful education during the period of withdrawal.
- Encouraging parents to be involved in consultations regarding the school's RSE and health education curriculum.
- Reviewing this policy on an annual basis.
- Reporting to the governing board on the effectiveness of this policy and the curriculum.

2.3 The Curriculum Leader for PSHEE and RSE 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 student performance.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the Principal.

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 SENDCO about identifying and responding to the individual needs of students with SEND.
- Liaising with the Curriculum Leader for PSHEE and RSE about key topics, resources and support for individual students.
- Monitoring student progress in RSE and health education.
- Reporting any concerns regarding the teaching of RSE or health education to the Curriculum Leader for PSHEE and RSE or a member of the SLT.

- Reporting any safeguarding concerns or disclosures that students may make as a result of the subject content to the DSL.
- Responding appropriately to students whose parents have requested to withdraw them from the non-statutory components of RSE, by providing them with alternative education opportunities.

2.5 The SENDCo is responsible for:

- Advising teaching staff how best to identify and support students' individual needs.
- Advising staff on the use of TAs in order to meet students' 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 students 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 students 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 RSE and Health Education curriculum will be developed in consultation with teachers, students and parents, and in accordance with DfE recommendations.

3.5 We will gather the views of teachers, students and parents in the following ways:

- Questionnaires
- Meetings
- Training sessions
- Student Voice activities.

3.6 The majority of the RSE and Health Education curriculum will be delivered through PSHE Education, with statutory elements taught via the science curriculum.

3.7 The Curriculum Leader for PSHEE and RSE will work closely with their colleagues in related curriculum areas to ensure the curriculum complements and does not duplicate the content covered in national curriculum subjects.

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

3.9 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.

3.10 The school will consider the religious background of all students when planning teaching, to ensure all topics included are appropriately handled.

3.11 The RSE and health education curriculum is informed by topical issues in the school and wider community, to ensure it is tailored to students' 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 students' 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, 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, for example that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.
- Why marriage is an important relationship choice for many couples and why it must be freely entered into.
- The characteristics and legal status of other types of long-term relationships.
- The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting.

4.3 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.

Respectful Relationships, including Friendships

4.4 By the end of secondary school, students will know:

- The characteristics of positive and healthy friendships in all contexts (including online), including trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationships.
- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- How stereotypes, particularly those based on sex, gender, race, religion, sexual orientation or disability, can cause damage, for example 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, 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, for example, 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, students will know:

- The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.
- How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn – this includes online.

Intimate and Sexual Relationships, including Sexual Health

4.7 By the end of secondary school, students will know:

- How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.
- That all aspects of health can be affected by choices they make in sex and relationships, positively and negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.
- The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for both men and women.
- The range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.
- That they have a choice to delay sex or enjoy intimacy without sex.
- The facts about the full range of contraceptive choices, their effectiveness and options available.
- The facts around pregnancy including miscarriage.
- That there are choices in relation to pregnancy, with legally and medically accurate, impartial information on all options including keeping the baby, adoption, abortion and where to get further help.
- How the different sexually transmitted infections (STIs) are transmitted, how risk can be reduced through safer sex and the importance of facts about testing.

- About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.
- How the use of alcohol and drugs can lead to risky sexual behaviour?
- How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

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:

Autumn half term 2	Relationships <ol style="list-style-type: none"> 1. Diversity 2. Prejudice and discrimination. 3. Bullying. 4. Cyberbullying. 5. Racism & BLM. 	<p>The delivery of this unit has been brought forward in response to the 'Black Lives Matter' protests and statistics concerning young people's social media use and cyberbullying during the lockdown. It aims to develop the concept of diversity through exploring rights and responsibilities. Students will learn about the nature of prejudice and discrimination and discuss how to challenge and manage them. Students will also explore the nature of bullying and cyberbullying and will develop strategies for responding to situations where they are, or are perceived, to be taking place.</p>
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Summer half term 1	Relationships <ol style="list-style-type: none"> 1. Families. 2. Positive relationships/ friendship. 3. Romance and friendship. 4. Unwanted contact/online safety. 5. Relationship boundaries & consent. 6. Peer pressure & risk 	<p>The aims of this unit are:</p> <ul style="list-style-type: none"> ● To explore the role of parents and the importance of stable long-term relationships for family life. ● To explore the positive qualities that people might bring to relationships and to promote self-esteem. ● To help students understand the importance of friendship as a basis for romantic relationships. ● To explore the nature of consent in human relationships. ● To investigate the role of peer pressure in risk taking behaviour and its associated consequences.
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5.3 Year 8:

Autumn half term 2	Relationships <ol style="list-style-type: none"> 1. Prejudice and discrimination (inc Equality Act). 2. Racism. 3. Religious discrimination. 4. Disability discrimination. 5. Sexuality and Homophobia/Biphobia. 6. Sexism and transphobia. 	<p>The delivery of this unit has been brought forward in response to the 'Black Lives Matter' protests. It encourages students:</p> <ul style="list-style-type: none"> ● To understand the nature and impact of prejudice and discrimination and the range of different forms they can take. ● To reflect on their responsibilities towards those who have been discriminated against.
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<p>Spring half term 1</p>	<p>Relationships and Sex Education (including puberty).</p> <ol style="list-style-type: none"> 1. Growing up - puberty. 2. Puberty including FGM. 3. Healthy and unhealthy relationships. 4. Relationship choices. 5. Consent/sexual pressure. 6. Introduction to contraception. <p>Should students have to isolate they will be directed to Brook Online - Consent course for young people.</p>	<p>The delivery of this unit has been brought forward in response to the pandemic and has been designed to help students:</p> <ul style="list-style-type: none"> ● Understand the physical and emotional changes young people experience during puberty (these lessons were missed in Year 7 due to the lockdown). ● Understand that young people have the right to protect their body from inappropriate and unwanted contact and to understand that actions such as female genital mutilation (FGM) are illegal and know how to get support if they have concerns for their own safety or that of others. ● Learn about the consequences of different levels of intimacy, consent and 'readiness' for sex, including the benefits of delaying sex. ● Develop knowledge about a range of contraceptive methods. ● Develop an awareness of the long term consequences of different sexual health choices and empower students to access appropriate services.
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5.4 Year 9:

<p>Autumn half term 2</p>	<p>Relationships</p> <ol style="list-style-type: none"> 1. Racism and BLM. 2. Friendship and change. 3. Conflict resolution and Assertiveness. 4 - 7 Gangs, drugs and County Lines. 	<p>This unit has been brought forward in response to the Black Lives Matter protests and statistics concerning County Lines operations.</p> <p>It has been designed:</p> <ul style="list-style-type: none"> ● To help students understand the nature and impact of prejudice and discrimination and the range of different forms they can take. ● To enable students to reflect on their responsibilities towards those who have been discriminated against. ● To encourage students to develop the skills to manage changing friendships. ● To help students to further develop risk assessment and management strategies, including assertiveness. ● To help students to identify, manage and avoid the potential risks associated with being part of a gang and to understand how County Lines gangs operate.
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<p>Spring half term 2</p>	<p>Relationships and Sex Education</p> <ol style="list-style-type: none"> 1. Healthy and unhealthy relationships – consent/abuse. 2. Sexuality and gender expression. 3-4. STI's and Contraception. 5. Pregnancy, abortion, adoption. 6. Pornography. 7. Online relationships/CSE. <p>Should students have to isolate they will be directed to Brook Online - Consent course for young people.</p>	<p>The delivery of this unit has been brought forward in response to the pandemic and has been designed to help students:</p> <ul style="list-style-type: none"> ● To recognise the characteristics of positive and healthy relationships in all contexts. ● To understand the nature of sexuality. ● To understand what constitutes consent and how to recognise when consent is given or not given. ● To develop knowledge of sexually transmitted infections (STIs) and how these can be prevented through condom use. ● To understand the consequences of pregnancy and how this risk can be managed through effective contraceptive use. ● To evaluate the influence of the media and in particular pornography on sexual relationships. ● To be able to stay safe and manage relationships online.
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5.5 Year 10:

<p>Spring half term 1</p>	<p>Relationships & Sex Education</p> <ol style="list-style-type: none"> 1. Healthy and unhealthy relationships and consent. 2. Gender expression and sexuality. 3. Contraception and STI's. 4. Contraception and STI's. 5. Pregnancy pathways, emergency contraception, abortion and the law. 6. Sex and the media. 	<p>The delivery of this unit in year 10 is in response to the COVID-19 pandemic. It aims to help students:</p> <ul style="list-style-type: none"> ● To understand the importance of developing healthy, respectful intimate relationships with sexual or romantic partners. ● To understand what constitutes consent and how to recognise when consent is given or not given. ● Learn about the consequences of different levels of intimacy, consent and 'readiness' for sex, including the benefits of delaying sex. ● To develop knowledge of sexually transmitted infections (STIs) and how these can be prevented through condom use. ● To understand the consequences of pregnancy and the pathways available. ● To evaluate the media's influence on sexual relationships including pornography.
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<p>Spring half-term 1</p>	<p>Relationships and Sex Education</p> <ol style="list-style-type: none"> 1. Healthy and unhealthy relationships. 2. Relationship challenges. 3. Assertive communication in relationships. 4. Pornography, media, myths, expectations. 5. Contraception and STI's. 6. Pregnancy, fertility, miscarriage and abortion - signposting. <p>Should students have to isolate they will be directed to Brook Online - Consent course for young people.</p>	<p>The delivery of this unit has been brought forward in response to the pandemic.</p> <p>This unit aims:</p> <ul style="list-style-type: none"> ● To develop an understanding of values, and communication strategies to maintain those values, in the context of maturing relationships. ● To reinforce that violence in relationships, in any form, is never acceptable. ● To understand what constitutes consent and how to recognise when consent is given or not given. ● To evaluate the media's influence on sexual relationships. ● To enable students to stay safe and manage both physical and online relationships. ● To develop knowledge of sexually transmitted infections (STIs) and how these can be prevented through condom use. ● To foster an understanding of the consequences of pregnancy and how this risk can be managed through effective contraceptive use. ● To develop an understanding of the issues surrounding teenage pregnancy, parenting and the family unit.
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<p>Summer half-term 1</p>	<p>Relationships</p> <ol style="list-style-type: none"> 1. Risk and consequence - drugs/alcohol. 2. Risk and consequence - online safety. 3. Diversity, prejudice and discrimination. 4. Gender expression and sexuality. 5. Challenging extremism. 6. Marriage and forced marriage. 7. Parental responsibilities/ changing relationships. 	<p>This unit aims:</p> <ul style="list-style-type: none"> ● To encourage the development of risk management and safety strategies in increasingly independent contexts. ● To help students recognise the consequences and risks in relation to different lifestyle choices. ● To help students understand how to stay safe online and where to get help and support if needed. ● To develop an understanding of the nature and impact of prejudice and discrimination and the range of different forms they can take. ● To enable students to reflect on their responsibilities towards those who have been discriminated against. ● To help students understand the nature of sexuality and gender expression. ● To help students understand the nature of extremism. ● To understand the legal implications of marriage and why it should be freely entered into. ● To develop an understanding of the issues surrounding teenage pregnancy, parenting and the family unit.
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6. Health Education Subject Overview

6.1 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.

Mental Wellbeing

6.2 By the end of secondary school, students will know:

- How to talk about their emotions accurately and sensitively, using appropriate vocabulary.
- That happiness is linked to being connected to others.
- How to recognise the early signs of mental wellbeing concerns?
- Common types of mental ill health, for example, 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, students will know:

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

Physical Health and Fitness

6.4 By the end of secondary school, students will know:

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

Healthy Eating

6.5 By the end of secondary school, students will know:

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

Drugs, Alcohol and Tobacco

6.6 By the end of secondary school, students will know:

- The facts about legal and illegal drugs and their associated risks, including the link between drug use and serious mental health conditions.
- The law relating to the supply and possession of illegal substances.

- The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.
- The physical and psychological consequences of 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, 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.
- **[This should be taught to students in the later years of late secondary school, for example at Key Stage 4].** 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, students will know:

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

Changing Adolescent Body

6.9 By the end of secondary school, students will know:

- Key facts about puberty, the changing adolescent body and menstrual Wellbeing.
- The main changes which take place 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:

<p>Autumn half term 1</p>	<p>Health and Wellbeing</p> <ol style="list-style-type: none"> 1. Understanding and managing emotions. 2. Understanding and managing emotions - settling into high school life. 3. Emotional wellbeing - support networks, communities, happiness and personal connections. 4. Emotional wellbeing - attitudes and language. 5. Promoting emotional wellbeing. 6. Aspiration. 	<p>This unit has been specially devised in response to the COVID-19 pandemic and includes an increased focus on emotional wellbeing.</p> <p>It has been designed to give students a chance to reflect on the current situation and to identify and discuss their feelings about it.</p> <p>Lessons will also support students in developing the knowledge, skills and attributes to effectively manage the transition to a new school as well as the changes brought about by the pandemic.</p> <p>Lessons will also help to increase students' understanding of how lifestyle choices can affect their physical and mental health.</p>
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<p>Autumn half-term 2</p>	<p>6 - 7. Basic First Aid</p>	<p>Students will learn basic lifesaving skills and treatments for common injuries during these lessons.</p>
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<p>Spring half-term 1</p>	<p>Health & Wellbeing</p> <ol style="list-style-type: none"> 1. Healthy routines/hygiene/ dental health. 2. 2 - 3. Influences on health (inc legal and illegal drugs/alcohol/ Smoking. 4 - 6. Puberty and FGM. <p>Should students have to isolate they will be directed to Brook Online - Consent course for young people.</p>	<p>This unit has been brought forward in response to the pandemic and has been designed to help students:</p> <ul style="list-style-type: none"> ● To understand the importance of basic hygiene and how to develop healthy routines. ● To understand the facts about legal and illegal drugs and their associated risks. ● To understand the physical and emotional changes young people experience during puberty. ● To understand that young people have the right to protect their body from inappropriate and unwanted contact and to understand that actions such as Female Genital Mutilation (FGM) are illegal and know how to get support if they have concerns for their own safety or that of others.
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7.3 Year 8:

<p>Autumn half term 1</p>	<p>Health and Wellbeing</p> <ol style="list-style-type: none"> 1. Positive wellbeing. 2. Emotional wellbeing. 3. Emotional wellbeing - managing feelings. 4. Anxiety. 5. Body image. 6. Body image and the media. 	<p>This unit has been created in response to the COVID-19 pandemic and its aims are:</p> <ul style="list-style-type: none"> ● To support greater awareness of mental and emotional wellbeing issues. ● To develop additional strategies to promote mental health and resilience. ● To develop greater understanding of issues surrounding body image.
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<p>Spring half term 2</p>	<p>Living in the wider world</p> <ol style="list-style-type: none"> 1-2. Internet safety 3. Online relationships / CSE 4. Bullying and cyberbullying. 5. Extremism and radicalisation 	<p>This unit has been designed to help students:</p> <ul style="list-style-type: none"> ● To recognise and manage social risks of using the internet and to manage their physical and online safety. ● To understand the risks involved in conducting online relationships. ● To understand the consequences of bullying. ● To understand the dangers of extremism and radicalisation.
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<p>Summer half term 1</p>	<p>Health & Wellbeing</p> <ol style="list-style-type: none"> 1. Personal safety. 2. Road and rail safety. 3. Physical safety - knife crime. 4. Drugs, alcohol, smoking. 5. Drugs, alcohol and smoking. 6. Drugs, alcohol and smoking (link to risk-taking behaviour). 	<p>This unit aims to help students:</p> <ul style="list-style-type: none"> ● To understand risk within the context of personal safety. ● To analyse and evaluate the key issues surrounding knife crime. ● To consider opinions, facts and laws surrounding drug, alcohol, tobacco use and vaping. ● To consider the consequences of, and strategies to manage, unhealthy drug-related behaviours.
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7.4 Year 9:

<p>Autumn half term 1</p>	<p>Health & Wellbeing</p> <ol style="list-style-type: none"> 1. Introduction to emotional wellbeing. 2. Emotional wellbeing. 3. Digital resilience. 4. Emotional wellbeing – unhealthy coping strategies. 5. Emotional wellbeing - healthy coping strategies. 6. Lifestyle - balance. 	<p>This unit has been created in response to the COVID-19 pandemic and it aims to help students:</p> <ul style="list-style-type: none"> ● To understand the importance of looking after both physical and mental health. ● To distinguish between fact and perception in relation to mental health and ill-health. ● To develop healthy strategies for safeguarding emotional and mental health and to identify the risks involved with unhealthy coping strategies. ● To understand what support services are available and be able to access them independently. ● To recognise the need for balance in maintaining physical and emotional wellbeing.
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Summer half-term 1	Health & Wellbeing <ol style="list-style-type: none"> 1. Risks of substance abuse - smoking. 2. Risks of substance abuse - legal and illegal drugs and the law. 3. Alcohol abuse and binge drinking. 4. Basic first aid. 5. Basic first aid and benefits of screening. 	Unit aims: <ul style="list-style-type: none"> ● To develop the skills and understanding required to manage the influence of peer pressure and social expectations on drug use. ● To understand the effects of alcohol, smoking and drug abuse and know how to seek help. ● To consider opinions, facts and laws surrounding drug, alcohol, tobacco use and vaping. ● To consider the consequences of, and strategies to manage, unhealthy drug-related behaviours. ● To learn basic first aid techniques..
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Summer half-term 2	Living in the Wider World <ol style="list-style-type: none"> 1. Impact of financial decisions. 2. Budgeting, credit. 3. Gambling and debt (inc advertising). 4. Internet safety - fraud and scams. 5. Emotional wellbeing during transition. 6. Resilience and reframing failure. 	The learning objectives for this unit are: <ul style="list-style-type: none"> ● To understand the concepts of spending and saving and managing a budget, including tax and NI. ● To understand the impact of financial decisions on ourselves and others. ● To understand the consequences associated with gambling and debt. ● To reflect on learning habits and individual strengths as a learner and to develop a growth mindset in preparation for the transition to Key Stage 4. ● To distinguish between fact and perception in relation to mental health and ill-health. ● To develop strategies for safeguarding emotional and mental health, building on prior Key Stage 3 learning on unhealthy coping strategies; to understand what services are available and be able to access them independently.
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7.5 Year 10:

There is currently no direct provision for Health Education through PSHE lessons in Year 10. The pastoral programme this year includes a greater focus on emotional and physical wellbeing in response to the pandemic. Other cross curricular links, provisions and opportunities are being explored.

7.6 Year 11:

Autumn half-term 1	Health & Wellbeing <ol style="list-style-type: none"> 1-2. Emotional wellbeing 3. Happiness and Positivity 	Lessons 1-3 have been included this year as a response to the COVID-19 pandemic. They aim to help students develop strategies for safeguarding their emotional and mental health, building on Key Stage 3 learning on unhealthy coping strategies. Lessons will also help students to reflect on their experiences of lockdown and to understand what support services are available for them to access independently going forwards.
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Autumn half-term 2	Living in the Wider World 5. Managing stress - work/life balance	The final lesson of this unit focuses on stress and how it can be managed effectively. It will also support students in managing work/life balance, including in the context of a part-time role, whilst studying.
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Spring half-term 2	Health & Wellbeing 1. Procrastination. 2. Perseverance. 3. Sleep. 4. Cancer awareness - self-examination and screening. 5. Quitting bad habits (including phone/social media/gaming and gambling addiction).	This unit aims: <ul style="list-style-type: none"> ● To support students in developing skills and strategies to help manage their time and workloads effectively. ● To help students understand the importance of sleep for health and academic success. ● To improve awareness of common cancers and the benefits of regular self-examination and screening. ● To understand addiction and how to seek help to give up harmful substances and habits.
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8. Delivery of the Curriculum

8.1 The majority of the RSE and health education curriculum will be delivered through the PSHE curriculum.

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 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.

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

8.4 The RSE and health education curriculum will be delivered by appropriately trained members of staff.

8.5 The curriculum will proactively address issues in a timely way in line with current evidence on student's physical, emotional and sexual development.

8.6 RSE and Health Education will be delivered in a non-judgemental, age-appropriate factual and inclusive way that allows students to ask questions in a safe environment.

8.7 Teaching of the curriculum reflects requirements set out in law, particularly in the Equality Act 2010, so that students understand what the law does and does not allow, and the wider legal implications of the decisions they make.

- 8.8 The school will integrate LGBTQ+ content into the RSE curriculum. 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.
- 8.9 All teaching and resources are assessed by the Curriculum Leader for PSHEE and RSE 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.
- *Classes may be taught in gender-segregated groups depending on the nature of the topic being delivered at the time, and the cultural background of students where it is only appropriate to discuss the body in single gender groups.*
- 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 and videos will not be used, and resources will be selected with sensitivity given to the age and cultural background of students.
- 8.12 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 school's E-safety Policy, and Acceptable Terms of Use Agreement.
- 8.13 Teachers will establish what is appropriate for one-to-one and whole-class settings, and alter their teaching of the programmes accordingly.
- 8.14 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 and honestly.
- 8.15 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.
- 8.16 Teachers will focus heavily on the importance of marriage and healthy relationships when teaching RSE, though sensitivity will always be given as to not stigmatise students on the basis of their home circumstances.
- 8.17 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.
- 8.18 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.
- 8.19 At all points of delivery of the curriculum, parents will be consulted, and their views will be valued. What will be taught and how, will be planned in conjunction with parents.
- 8.20 The procedures for assessing student progress are outlined in [Section 15](#) of this policy.

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 students' learning.

9.2 RSE and health education 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.
- **PSHE** – students learn about respect and difference, values and characteristics of individuals.

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 will work closely with parents when planning and delivering the content of the school's RSE and health education curriculum.

10.3 When in consultation with parents, the school will provide:

- The curriculum content, including what will be taught and when.
- Examples of the resources the school intends to use to deliver the curriculum.
- Information about parents' right to withdraw their child from non-statutory elements of RSE and health education.

10.4 Parents will be provided with frequent opportunities to understand and ask questions about the school's approach to RSE and health education.

10.5 The school understands that the teaching of some aspects of the curriculum may be of concern to parents.

10.6 If parents have concerns regarding RSE and health education, they may submit these, in the first instance to the Curriculum Leader for PSHEE and RSE via the main school office email address.

10.7 Parents will be regularly consulted on the curriculum content, through meetings and letters and the curriculum will be developed in conjunction with parents' views.

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 students.
- 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 expert's 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 students.
- 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 students' 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 Child Protection and Safeguarding policy.
- 11.8 The school will use visitors to enhance teaching by an appropriate member of the 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 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 Request to withdraw a child from sex education will be made in writing to the Principal.
- 12.4 Before granting a withdrawal request, the Principal 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 Principal will inform parents of the benefits of their child receiving RSE and any detrimental effects that withdrawal might have.
- 12.6 All discussions with parents will be documented. These records will be kept securely in the school office in line with the school's Records Management policy.
- 12.7 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.
- 12.8 Students who are withdrawn from RSE will receive appropriate, purposeful education during the full period of withdrawal.

- 12.9 For requests concerning the withdrawal of a student with SEND, the Principal may take the students' specific needs into account when making their decision.

13. Equality and Accessibility

- 13.1 The school will comply with the relevant requirements of the Equality Act 2010 and will ensure that 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

- 13.2 The school will consider the backgrounds, gender, age range and needs of its students and determine whether it is necessary to put in place additional support for students with the above protected characteristics.

- 13.3 The school understands that students with SEND are entitled to learn about RSE and Health Education, and the curriculum will be designed to be inclusive of all students.

- 13.4 The school is aware that some students are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND - teachers will understand that they may need to liaise with the SENDCo and be more explicit and adapt their planning or work to appropriately deliver the curriculum to students with SEND.

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

- 13.6 The school will take steps to foster health and respectful peer-to-peer communication and behaviour between boys and girls, and provide an environment which challenges perceived limits on students based on their gender or any other characteristic.

- 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 it 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 Child Protection and Safeguarding policy.

14. Safeguarding and Confidentiality

- 14.1 All students 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 students as far as possible, in compliance with the school's Privacy Notice for students.
- 14.3 Teachers will, however, understand that some aspects of RSE may lead to a student raising a safeguarding concern, for example, disclosing that they are being abused, and that if a disclosure is made, the Designated Safeguarding Lead (DSL) will be alerted immediately.
- 14.4 Students will be made aware of how to raise their concerns or make a report, and how their report will be handled - this includes the process for when they have a concern about a peer.

15. Assessment

- 15.1 The school has the same high expectations of the quality of students' work in RSE and Health education as for other curriculum areas.
- 15.2 Lessons are planned to provide suitable challenge to students of all abilities.
- 15.3 Assessments are used to identify where students need extra support or intervention.
- Ipsative assessment methods
 - Written assignments
 - Project work
 - Self-evaluations
 - Knowledge quizzes

16. Staff Training

- 16.1 Information and training will be provided by the Curriculum Leader for PSHEE and RSE to the relevant members of staff to ensure they are up-to-date with the RSE and health education curriculum.
- 16.2 Information and training will also be provided 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 The school will ensure 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.
- 16.4 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.

17. Monitoring Quality

- 17.1 The Curriculum Leader for PSHEE and RSE is responsible for monitoring the quality of teaching and learning for the subject.
- 17.2 The Curriculum Leader for PSHEE and RSE will conduct subject assessments on a regular basis, which will include a mixture of the following:
- Self-evaluations
 - Lesson observations
 - Student voice activities
 - Learning walks
 - Work scrutiny

17.3 The Curriculum Leader for PSHEE and RSE will create annual subject reports for the Principal and Governing Board to report on the quality of the subjects.

17.4 The Curriculum Leader for PSHEE and RSE will work regularly and consistently with the Principal and RSE Link Governor, for example through monthly review meetings, to evaluate the effectiveness of the subjects and implement any changes.

18. Monitoring and Review

18.1 This policy will be reviewed by the principal in conjunction with the RSE and health education subject leader on an annual basis.

18.2 Any changes needed to the policy, including changes to the programmes, will be implemented by the Principal.

18.3 Any changes to the policy will be clearly communicated to all members of staff and, where necessary, parents and students, involved in the RSE and Health Education curriculum.

18.4 The next scheduled review date for this policy is December 2021.

Appendix 1

Letter to Parent/Guardians Regarding RSE and Health Education

Thorpe St Andrew School and Sixth Form
Laundry Lane
Thorpe St Andrew
Norwich
NR7 0XS
Date

RE: RSE and health education at Thorpe St Andrew School and Sixth Form

Dear Parent/Guardian

Government guidelines outline that, from the age of 11, it is compulsory for all schools to provide an RSE and health education curriculum.

At our school, we believe that it is important to provide our students with a thorough and balanced curriculum, including age-appropriate information about sex and relationships.

The details of what will be taught to the various year groups is detailed in the school's RSE and Health Education Policy, which can be accessed on our school website or in hard copy via our school office.

Though schools must provide RSE and health education for students from the age of 11, up until the age of 19, only aspects of the science national curriculum are compulsory for students to learn. Therefore, as parents, you are entitled to request that your child be removed from sex education lessons up to and until three terms before they turn 16-years-old. After that point, if your child wishes to receive sex education, the school will make arrangements to provide them with sex education during one of those terms.

Requests for withdrawal should be submitted in writing to myself, the principal, who will discuss this with you and your child's teacher, and determine an appropriate substitute for these lessons. In most instances, children will be provided with self-directed reading or exercises which they can complete under the supervision of a trainee teacher.

If you have any concerns or queries about your child's participation in these lessons, please do not hesitate to contact either myself or your child's class teacher to discuss these.

Yours sincerely

Mrs P Bignell
Principal