



# **Secondary RSE POLICY**

**Priestley Smith Specialist VI School**

**June 2022**

Policy review date: June 2023

Policy status: Statutory

Responsible member of SLT: Sharon Blair Burke Deputy Headteacher

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## STATEMENT OF INTENT

Priestley Smith School is committed to the rights of the child as outlined in the UN Convention and is working towards Rights Respecting Schools Gold award. This belief influences everything the school does and impacts upon all our policies.

**Article 3** The best interests of the child must be a top priority in all things that affect children.

**Article 5** Governments must respect the rights and responsibilities of parents and carers to direct and guide their children as they grow up, so that they can enjoy their rights properly.

**Article 23** A child with a disability has the right to live a full and decent life with dignity and independence, and to play an active part in the community.

At Priestley Smith Specialist School, we understand the importance of educating pupils about relationships, sex education and their health and for them to make responsible and well-informed decisions in their lives.

All of our students have visual impairment and do not learn incidentally through observation of real life or through DVDs, films and pictures in books. They need to be taught directly about these concepts to ensure they have a full understanding and are appropriately prepared for adulthood.

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

We have an obligation to provide pupils with high-quality teaching of these subjects, appropriate to their age and development level. We will teach RSE at a level appropriate to the understanding of each child. As in all subjects, we will follow a **Stage not Age** approach.

Our RSE teaching will be delivered predominantly through our Secondary PSHE (Personal, Social and Health Education) curriculum, with statutory elements taught through the science curriculum.

The accompanying policy outlines how the school's RSE and Health Education curriculum will be organised and delivered, to ensure it meets the needs of all pupils.

Signed by:

Headteacher

Date:

Chair of governors

Date:

## 1. LEGAL FRAMEWORK

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

- *Equality Act 2010*
- *DfE (2019 and 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*

## 2. ROLES AND RESPONSIBILITIES

2.1. **The governing body** is responsible for:

- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the RSE and Health Education curriculum is well-led, effectively managed and well-planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring that teaching is delivered in ways that are accessible to all our pupils with special educational needs, including visual impairment.
- Providing clear information to parents on the subject content and the right to request that their child is withdrawn.
- Ensuring RSE and Health Education is resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.

2.2. **The Headteacher, in liaison with the Head of Secondary Department**, is responsible for:

- The overall implementation of this policy.
- Ensuring all relevant staff are suitably trained to deliver the subjects.
- Ensuring the RSE and Health Education curriculum is well-led, effectively managed and well-planned.
- Ensuring that high quality teaching is delivered and strong student outcomes are achieved.
- Ensuring parents are fully informed of this policy.
- Reviewing all requests to withdraw pupils from non-statutory elements of the RSE and Health Education curriculum.
- Discussing withdrawal requests with parents, and the child if appropriate, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum, including the benefits of receiving the education.
- Ensuring withdrawn pupils receive appropriate, purposeful education during the period of withdrawal.
- 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 body on the effectiveness of this policy and the curriculum.

2.3. The **PSHE, RSE and Health Education subject leaders** are responsible for:

- Overseeing the delivery of PSHE, RSE and Health Education.
- Working closely with colleagues in related curriculum areas to ensure the PSHE, RSE and Health Education curriculum supports and reinforces the content covered in national curriculum subjects.
- Ensuring the curriculum is appropriate to the age and development of each student and is of high-quality.
- Reviewing changes to the PSHE, RSE and Health Education curriculum and advising on their implementation.
- Monitoring the learning and teaching of PSHE, RSE and Health Education, providing support to staff where necessary.
- Ensuring the continuity and progression between each year group.
- Helping to develop colleagues' expertise in the subject.
- Ensuring teachers are provided with adequate resources to support teaching of the curriculum.
- Ensuring the school meets its statutory requirements in relation to RSE and Health Education.

- Leading staff meetings and ensuring all members of staff involved in the curriculum have received the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring the correct standards are met for recording and assessing pupil performance.
- Monitoring and evaluating the effectiveness of the subject and providing reports to the headteacher and governing body.

2.4. **Curriculum and pastoral staff** are responsible for:

- Acting in accordance with, and promoting, this policy.
- Delivering RSE and Health Education in a sensitive way and ensuring that it is of high-quality and appropriate for each student.
- 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 Head of Secondary about identifying and responding to the individual needs of pupils.
- Liaising with the RSE and Health Education subject leader about key topics, resources and support for individual pupils.
- Monitoring pupil progress in RSE and Health Education.
- Reporting any concerns regarding the teaching of RSE or Health Education to the RSE and Health Education subject leaders or another member of the SLT.
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the DSL.
- Responding appropriately to pupils whose parents have requested to withdraw them from the non-statutory components of RSE, by providing them with alternative education opportunities.

### 3. ORGANISATION OF THE RSE AND HEALTH EDUCATION CURRICULUM

3.1. All schools providing secondary education are required to deliver statutory RSE and all state-funded schools are required to deliver Health Education.

3.2. For the purpose of this policy, “relationships and sex education” is defined as teaching pupils about developing healthy, nurturing relationships of all kinds, and helping them to understand human sexuality and to respect themselves and others.

3.3. For the purpose of this policy, “Health Education” is defined as teaching pupils about how they can make good decisions about their own health and wellbeing, and how physical health and mental wellbeing are interlinked.

3.4. The RSE and Health Education curriculum will be developed in consultation with teachers, pupils and parents, and in accordance with DfE recommendations.

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

- Questionnaires
- Meetings
- Letters
- Training sessions

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

3.7. The RSE and Health Education subject leader will work closely with their colleagues in related curriculum areas to ensure the curriculum complements and reinforces the content covered in national curriculum subjects.

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

3.9. The curriculum has been designed to meet the development level of students and to use appropriate support materials to ensure pupil understanding.

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

3.11. The RSE and Health Education curriculum is informed by an understanding of visual impairment and by topical issues in the school and wider community, to ensure it is tailored to pupils’ needs.

## 4. RSE PROGRAMMES OF STUDY

4.1. The school is free to determine an age-appropriate, developmental curriculum which meets the needs of young people and includes the statutory and non-statutory content outlined in section 5 of this policy.

4.2 RSE is taught as part of the PSHE curriculum. PSHE is taught weekly in discrete lessons and is also an integral part of cross-curricular work, including form time, assemblies and focused theme days.

## 5. RSE SUBJECT OVERVIEW

5.1. RSE will continue to develop pupils' knowledge on the topics taught at Primary level and will involve close liaison with relevant Primary staff.

5.2 Where appropriate, students will follow concepts from Primary RHE schemes of work if this is more relevant to their levels of understanding and development.

5.3 Secondary RSE schemes of work will follow a cyclical programme, which enables concepts to be revisited, consolidated and reinforced.

5.4 Secondary RSE schemes of work will broadly cover the content outlined in the [sections](#) below:

### FAMILIES

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By the end of secondary school, pupils will know:

- That there are different types of committed, stable relationships and how these relationships might contribute to human happiness and their importance for bringing up children.
- What marriage is, including their legal status, e.g. that marriage carries legal rights and protections not available to couples who are cohabiting.
- That marriage is an important relationship choice for many couples and 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.

Pupils will also know how to:

- Determine whether other children, adults or sources of information are trustworthy.
- Judge when a family, friend, intimate or other relationship is unsafe, and recognise this in others' relationships.
- Seek help or advice if needed, including reporting concerns about others.

### RESPECTFUL RELATIONSHIPS, INCLUDING FRIENDSHIPS

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By the end of secondary school, pupils 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.
- 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, and show 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.

By the end of secondary school, pupils 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
- 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.
- 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 different sexually transmitted infections (STIs) are transmitted, the impact they can have, key facts about treatment and how risk can be reduced through safe sex.
- How the use of alcohol and drugs can lead to risky behaviour.
- How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

## 6. HEALTH EDUCATION PROGRAMMES OF STUDY

6.1. 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 7 of this policy.

## 7. HEALTH EDUCATION SUBJECT OVERVIEW

7.1. The physical health and mental wellbeing curriculum will continue to develop pupils' knowledge on the topics taught at a primary level, in addition to the content outlined in the [sections](#) below:

### MENTAL WELLBEING

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By the end of secondary school, pupils will know:

- How to talk about their emotions accurately and sensitively, using appropriate vocabulary.
- That happiness is linked to being connected to others.
- How to recognise the early signs of mental wellbeing concerns.
- 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.

### MEDIA AND INTERNET SAFETY AND HARMS

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By the end of secondary school, pupils 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

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By the end of secondary school, pupils 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.
- How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.
- About the science relating to blood, organ and stem cell donation.

## DRUGS, ALCOHOL AND TOBACCO

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By the end of secondary school, pupils 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

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By the end of secondary school, pupils will know:

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

## BASIC FIRST AID

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By the end of secondary school, pupils 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

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By the end of secondary school, pupils 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.

## 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 pupils clearly, in a carefully sequenced, developmentally appropriate way, within a planned scheme of work, using appropriate and meaningful resources.
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.

8.3. 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 pupils' physical, emotional and sexual development.
- 8.6. RSE and Health Education will be delivered in a non-judgemental, developmentally-appropriate, factual and inclusive way that allows pupils 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 pupils 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. This content will be taught as part of the overall curriculum, rather than a standalone topic or lesson, and will be included in lessons from Years 8 onwards. LGBTQ content will be approached in a sensitive, factual way that is appropriate to age and developmental understanding and allows pupils to explore the features of stable and healthy same-sex relationships.
- 8.9. All teaching and resources are assessed by the RSE and Health Education subject leader to ensure they are appropriate for the age, developmental level and maturity of pupils and are sensitive to their religious backgrounds.
- 8.10. Classes may be taught in gender-segregated groups dependent on the nature of the topic being delivered at the time, and the cultural background of pupils where it is only appropriate to discuss the body in single gender groups.
- 8.11. Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning, including tactile materials and models.
- 8.12. Inappropriate images, videos, etc. will not be used, and resources will be selected with sensitivity given to the age and cultural background of pupils.
- 8.13. Pupils will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures taken to ensure this are outlined in the school's E-safety Policy and Acceptable Terms of Use Agreement.
- 8.14. Teachers will establish what is appropriate for one-to-one and whole-class settings, and amend their teaching of the programmes accordingly.
- 8.15. Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively and in line with the schools' policy.
- 8.16 Teachers will ensure lesson plans focus on challenging perceived views of pupils based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.
- 8.17 In teaching the curriculum, teachers will be aware that pupils may raise topics such as self-harm and suicide. When talking about these topics in lessons, teachers will be aware of the risks of encouraging these behaviours and will avoid any resources or material that appear as instructive rather than preventative.
- 8.18 Parents will be consulted on the curriculum, and their views will be valued.

## 9. CURRICULUM LINKS

- 9.1. The school seeks opportunities to draw links between RSE and Health Education and other curriculum subjects wherever possible to enhance pupils' learning.
- 9.2. RSE and Health Education will be linked to the following subjects:
- Citizenship** – pupils are provided with the knowledge, skills and understanding to help prepare them to play a full and active part in society, including an understanding of how laws are made and upheld and how to make sensible decisions.
- Science** – pupils are taught about the main external parts of the body, changes to the human body as it grows, including puberty and reproduction.
- ICT and computing** – pupils are taught about how they can keep themselves safe online and the different risks that they may face online as they get older.
- PE** – pupils can develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sport and lead healthy, active lives.
- PSHE** – pupils learn about respect and difference, values and characteristics of individuals.

## 10. WORKING WITH 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 via email to [j.garvey@priestley.bham.sch.uk](mailto:j.garvey@priestley.bham.sch.uk) or [s.blair-burke@priestley.bham.sch.uk](mailto:s.blair-burke@priestley.bham.sch.uk), or contact Reception to arrange a meeting with Mrs Garvey or Mrs Blair-Burke on 0121 325 3900.

10.7. Parents will be regularly consulted on the curriculum content, through opportunities to meet and through letters, and the curriculum will be planned 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 pupils.

11.2. External experts, such as The Umbrella organisation, may be invited to assist from time-to-time with the delivery of the RSE and Health Education curriculum but will be expected to comply with the provisions of this policy.

11.3. The school will check the visitor/visiting organisation's credentials of all external agencies.

11.4. The school will ensure the teaching delivered by the external experts fits with the planned curriculum and provisions of this policy.

11.5. The school will discuss with the visitor the details of how they intend to deliver their sessions and ensure the content is appropriate to age and development levels and is accessible to all pupils.

11.6. The school will request copies of the materials and lesson plans the visitor will use, to ensure it meets the full range of pupils' needs.

11.7. The school and the visitor will agree on how confidentiality will work in any lesson and that the visitor understands how safeguarding reports must be dealt with in line with the school's Child Protection and Safeguarding Policy.

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

## 12. WITHDRAWAL FROM LESSONS

12.1. Parents have the right to request that their child is withdrawn from some or all of sex education delivered as part of statutory RSE.

12.2. Parents do **not** have a right to withdraw their child from the relationships or health elements of the programmes.

12.3. Requests to withdraw a child from sex education should be made in writing to the headteacher.

12.4. Before granting a withdrawal request, the headteacher will discuss the request with the parents and, as appropriate, the child, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum.

12.5. The headteacher will inform parents of the benefits of their child receiving RSE and any detrimental effects that withdrawal might have.

12.6. All discussions with parents will be documented. These records will be kept securely in the Headteacher's 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. Pupils who are withdrawn from RSE will receive appropriate, purposeful education during the full period of withdrawal.

12.9. For all requests concerning the withdrawal of a pupil with SEND, the headteacher has a responsibility to take into account the specific special educational needs of the student.

## 13. EQUALITY AND ACCESSIBILITY

13.1. The school will comply with the relevant requirements of the Equality Act 2010 and will ensure the curriculum does not discriminate against pupils because of:

- Age
- Sex
- Race
- Disability
- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy or maternity
- Marriage or civil partnership

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 pupils with the above.

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

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

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

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

13.7. The school will be actively aware of everyday issues such as sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture within which these are not tolerated. Any occurrences of such issues will be identified and tackled promptly.

13.8. The school will make clear that sexual violence and sexual harassment are not acceptable and will not be tolerated. Any reports of sexual violence or sexual harassment will be handled in accordance with the school's Behaviour Policy and Safeguarding Policy. If appropriate, this may include referral to the Police and/or Social Care.

## 14. SAFEGUARDING AND CONFIDENTIALITY

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

14.2. Confidentiality within the classroom is an important component of RSE and Health Education, and teachers are expected to respect the confidentiality of their pupils as far as is possible, in compliance with the school's Confidentiality Policy.

14.3. Teachers will, however, understand that some aspects of RSE may lead to a pupil raising a safeguarding concern, e.g. disclosing that they are being abused, and that if a disclosure is made, the Designated Safeguarding Lead will be alerted immediately.

14.4. Pupils will be made aware of how to raise their concerns or make a report, and how their report will be handled – this includes the process for when they have a concern about a peer.

## 15. ASSESSMENT

15.1. The school has the same high expectations of the quality of pupils' work in RSE and Health Education as for all other curriculum areas.

15.2. Lessons are planned to provide suitable challenge to pupils of all abilities.

15.3. Assessments are used to identify where pupils need extra support or intervention.

15.4. There are no formal examinations for RSE and Health Education; however, to assess pupil outcomes, the school will capture progress in the following ways:

- **Written assignments**
- **Self-evaluations**
- **Ongoing assessment**
- **Asdan modules**

## 16. STAFF TRAINING

16.1. Training will be provided by the RSE and Health Education subject leader to the relevant members of staff to ensure they are up-to-date with the RSE and Health Education curriculum.

16.2. Training will also be scheduled around any updated guidance on the curriculum and any new developments, such as “sexting”, which may need to be addressed in relation to the curriculum.

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

## 17. MONITORING QUALITY

17.1. The PSHE and RSE and Health Education subject leaders are responsible for monitoring the quality of teaching and learning for the subject.

17.2. The PSHE and Health Education subject leaders will conduct subject assessments on a regular basis, which will include a mixture of the following:

- Self-evaluations
- Lesson observations
- Teacher and student feedback forms
- Learning walks
- Work scrutiny
- Lesson planning scrutiny

17.3. The RSE and Health Education subject leader will submit annual subject reports to the headteacher and governing body to report on the quality of the subjects.

17.4. The RSE and Health Education subject leader will work regularly and consistently with the headteacher and link governor to evaluate the effectiveness of the subjects and implement any changes.

## 18. MONITORING AND REVIEW

18.1. This policy will be reviewed by the headteacher in conjunction with the Head of Secondary Department and 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 Headteacher and Head of Secondary Department.

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

## APPENDIX 1

6<sup>th</sup> June 2022

Dear Parent/Carer,

In 2020 we sent a letter to all parents regarding our statutory obligation to teach Relationship, Sexual and Health Education at Priestley Smith Secondary School. Under the Children and Social Work Act 2017, the government committed to making Relationships and Sex Education (RSE) statutory in all schools

We already promote personal wellbeing and development through a comprehensive Personal, Social, Health and Economic (PSHE) education programme. This subject gives young people the knowledge, understanding, attitudes and practical skills to live safe, healthy, productive lives and meet their full potential.

Teaching about relationships and sex is nothing new for schools. RSE is covered through PSHE education, an established curriculum subject taught in the vast majority of schools including our own. The statutory changes from this year have huge potential to ensure support for safe, effective PSHE practice across all schools – a 'levelling up' of standards.

We believe strongly that our students are entitled to a carefully structured Relationships, Sexual Education and Health Education programme which informs them, keeps them safe and prepares them well for adulthood. Many of our students need additional support to ensure their understanding of these key concepts. They will not learn them incidentally and lack of knowledge makes them especially vulnerable. **Our RSHE policy and programme can be viewed on our school website.**

We strongly encourage you to allow your child to participate in all aspects of this programme. Much of the programme is statutory. However, you do have a right to withdraw your child only as outlined below.

### **The right of withdrawal from September 2020**

The statutory guidance for RSHE will come into effect in all secondary schools from 2020.

In secondary education from September 2020:

- Parents will **not** be able to withdraw their child from any aspect of Relationships Education or Health Education.
- Parents will be able to withdraw their child (following discussion with the school) from any or all aspects of Sex Education, other than those which are part of the science curriculum, up to and until three terms before the age of 16.
- After that point, the government guidance states that 'if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms.'
- Where pupils are withdrawn from sex education, schools should document the process and will have to 'ensure that the pupil receives appropriate, purposeful education during the period of withdrawal'.
- Requests for withdrawal should be submitted in writing to myself. I will discuss this request with you and your child, and determine an appropriate course of action.

**However, we strongly recommend that you allow your child to participate fully in all aspects to ensure that they are safe, informed and well prepared for adulthood.**

Next week from [Tuesday 14<sup>th</sup> through to Friday 17<sup>th</sup> June](#) we will be devoting the week to key aspects of the RSHE curriculum. The outline of what we will be covering to KS3, 4 and 5 is below. We will **not** be discussing any aspects of sex education to pupils in KS3, only to older pupils who have the capacity to understand. Our approach is stage not age as our pupil's ability to understand some of these issues necessitates differentiated approaches.

The week will be supplemented by a visit from *Loudmouth Theatre* who will perform a play for the children about Puberty and Relationships. We will also have the *Medical Mavericks* who discuss scientific aspects about Health and the Human Body.

If you have any concerns or queries about your child's participation in these lessons, please do not hesitate to contact either myself or Mrs Blair-Burke to arrange a meeting.

Yours sincerely,

Mrs J. Garvey  
Headteacher

KS4/5	KS3	Aspire/Thrive groups (previously the ALG class)
First Aid and CPR Personal Care and Hygiene Mental Health and Wellbeing How to say No Introduction to Relationships Consent and the Law Reproductive Body Parts Sex, STIs and Contraception E -safety Body Language and how to talk to someone you like	First Aid Healthy Eating Personal Hygiene Mental Health and Wellbeing E safety Puberty Menstruation Consent Unwanted Physical Contact Social Skills	First Aid Healthy Eating Personal Hygiene Personal Safety/Stranger Danger Using the Emergency Services Understanding Emotions Social Skills through Games E safety