RSE & Health Education Policy

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1. Statement of intent

At James Calvert Spence College, we understand the importance of educating pupils about sex, relationships and their health, for them to make responsible and well-informed decisions in their lives.

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

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

2. Legal framework

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

- Equality Act 2010
- DfE (2026) 'Keeping children safe in education'
- DfE (2026) '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
- RSE at Coquet Community School fully complies with the Department for Education's (DfE) updated statutory guidance on *Relationships Education, Relationships and Sex Education (RSE) and Health Education*, which took effect in September 2026 under section 80A of the Education Act 2002 and section 403 of the Education Act 1996.

In line with these updated statutory requirements, our Key Stage 3 and Key Stage 4 curriculum address modern digital and societal harms—including explicit instruction on online safety, AI-generated content, tackling misogyny and incel culture, and the impact of non-consensual image sharing. We maintain full transparency with parents and carers regarding all scheme-of-work resources, strictly uphold the statutory right of parents to request withdrawal from non-statutory Sex Education up to three terms before a child turns 16, and honour the child's statutory opt-in right within those final three terms.

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

- Behaviour Policy
- SEND Policy
- E-safety Policy
- Equality Information and Objectives Policy
- Anti-Bullying Policy
- Child Protection and Safeguarding Policy
- GDPR Policy
- Records Management Policy
- Acceptable Terms of Use Agreement

3. Roles and responsibilities

3.1 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 pupils with SEND.
- Providing clear information to parents on the subject content and the right to request that their child is withdrawn.
- Ensuring RSE and health education is resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.

3.2 The headteacher is responsible for:

- The overall implementation of this policy.
- Ensuring all staff are suitably trained to deliver the subjects.
- Ensuring parent 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.

3.3 The RSE and PSHE Co-ordinator (which sits within the role of Director of Personal Development) is responsible for:

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

- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring the correct standards are met for recording and assessing pupil performance.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the headteacher and head of school.

3.4 Tutors are responsible for:

- Acting in accordance with, and promoting, this policy
- Delivering RSE and health education in a sensitive way and that is of a high-quality and appropriate for each year group.
- Ensuring they do not express personal views or beliefs when delivering the curriculum.
- Planning lessons effectively, ensuring a range of appropriate teaching methods and resources are used to cover the content.
- Modelling positive attitudes to RSE and health education.
- Liaising with the SENCO about identifying and responding to the individual needs of pupils with SEND.
- Liaising with the RSE and PSHE Co-ordinator 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 PSHE Co-ordinator or a member of the ELT.
- 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.

3.5 The SENCO is responsible for:

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

4. Organisation of the RSE and health education curriculum

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

For the purpose of this 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.

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.

The RSE and health education curriculum will be developed in consultation with teachers, pupils and parents, and in accordance with DfE recommendations.

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

- Questionnaires
- Meetings

- Observations
- Training sessions

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

The RSE and PSHE Co-ordinator will work closely with their colleagues in related curriculum areas to ensure the curriculum complements and does not duplicate the content covered in national curriculum subjects.

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

The 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.

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

The RSE and health education curriculum is informed by topical issues in the school and wider community, to ensure it is tailored to pupils' needs, for example, if there was a local prevalence of specific sexually transmitted infections, our curriculum would be tailored to address this issue.

5. RSE subject overview

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

5.1 Families

By the end of secondary school, pupils will know:

- That there are different types of committed, stable relationships.
- How these relationships might contribute to human happiness and their importance for bringing up children.
- What marriage is, including their legal status, e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.
- Why marriage is an important relationship choice for many couples and why it must be freely entered into.
- The characteristics and legal status of other types of long-term relationships.
- The roles and responsibilities of parents 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.
- How to seek help or advice if needed, including reporting concerns about others.

5.2 Respectful relationships, including friendships

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, e.g. how they might normalise non-consensual behaviour.
- That in school and wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.
- About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to seek help.
- The types of behaviour in relationships that can be criminal, including violent behaviour and coercive control.
- What constitutes sexual harassment and violence and why these are always unacceptable.
- The legal rights and responsibilities regarding equality, with reference to the protected characteristics defined in the Equality Act 2010, and that everyone is unique and equal.

5.3 Online and media

By the end of secondary school, pupils will know:

- Their rights, responsibilities and opportunities online, and that the same expectations of behaviour apply in all contexts.
- About online risks, including that material shared with another person has the potential to be shared online and the difficulty of removing potentially compromising material placed online.
- Not to provide material to others that they would not want shared further and not to share personal material which they receive.
- What to do and where to get support to report material or manage issues online.
- The impact of viewing harmful content.
- That specifically sexually explicit material, e.g. pornography, presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.
- That sharing and viewing indecent images of children is a criminal offence which carries severe penalties, including jail.
- How information and data is generated, collected, shared and used online.
- What AI literacy, deepfakes, and chatbots are and the impact they have on life online.
- Guidance on the risks of relying on AI chatbots for personal advice or forming emotional attachments to artificial intelligence.
- How social media algorithms can expose young people to hostile views on gender and relationships.
- How harmful and toxic online misogyny, "incel" (involuntary celibate) ideology, and extremist subcultures can be pushed upon young people online.
- What digital abuse, online coercion, and "sextortion" are and how to protect themselves from this.
- How to identify and protect themselves from digital harms, gaming by developing online legal literacy.

5.4 Being safe

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.

5.5 Intimate and sexual relationships, including sexual health

By the end of secondary school, pupils 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.
- In addition to learning about the law around consent, students will learn what sexual ethics is and how to be a loving and respectful partner.

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.

6. RSE programmes of study

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

Year 7:

Explore a range of relationships, emotional literacy, different types of family, marriage, civil partnerships, puberty, menstrual cycle, PMS, FGM, friendships, toxic relationships, the mano-

sphere, domestic abuse, cyber bullying, digital consent, infatuation, bullying, harmful influences and chat-bot AIs.

Year 8:

Consent, STI's, contraceptives, pornography, sexting, domestic conflict, personal safety (including online), first aid, teenage pregnancy, sexting, sextortion and image-based abuse, INCEL, online radicalisation.

Year 9:

Body image, child sexual exploitation, abusive relationships, LGBTQAI+, self-discipline, peer pressure, responsibility, deepfakes, and personal development.

Year 10:

Arranged marriage, forced marriage, family honour, stalking, harassment, revenge porn, deepfakes "sextortion" exploitation including AI manipulation and sexual ethics, up-skirting, role models, healthy relationships within a work-based setting, financial exploitation, self-esteem, hate crime, LGBTQAI+, homophobia, transsexuality, gender and parenting styles.

Year 11:

Identity and diversity, body positivity, CPR, fertility and reproduction, independent healthcare access, perseverance, the importance of sleep, digital footprints, personal safety, body shaming, sexual harassment, safe-sex, menstrual and gynaecological conditions, relationships and breakups, pregnancy and parenting realities, reproductive choices, revision techniques, applying to further education and the workplace.

7. Health education subject overview

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 this section.

7.1 Mental wellbeing

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.

7.2 Internet safety and harms

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.

7.3 Physical health and fitness

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.
- About the science relating to blood, organ and stem cell donation.

7.4 Healthy eating

By the end of secondary school, pupils will know:

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

7.5 Drugs, alcohol and tobacco

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 addition, 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.

7.6 Health and prevention

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 facts and science relating to immunisation and vaccination.
- The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.

7.7 Basic first aid

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.

7.8 Changing adolescent body

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. Health education programmes of study

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.

Year 7:

Mental health, depression, dopamine, puberty, healthy lifestyle, medication, weight loss, alcohol, smoking, calories, 5 a day, caffeine, stimulants, online safety, cancer and addiction.

Year 8:

Mental health, vaping, smoking, cancer, genetic predisposition, personal safety, online safety and first aid.

Year 9:

Mental health, online safety, alcohol, legalisation, vaccination, organ donation and stem cells.

Year 10:

Mental health, binge drinking, alcohol poisoning, anti-social behaviour, county lines and trap house.

Year 11:

Identity, Privilege, Body Positivity, Obesity, Self–Esteem, reproductive system, STIs, chlamydia, oestrogen, infertility, menstruation, anaemia, sperm count, menopause, trimester, Unconscious, Paramedics, Perseverance, Procrastination, Sleep deprivation, Melatonin, Cognitive function, Risk, Impaired judgement, Dopamine, High street gambling, Online gambling, Addiction, Digital Footprint, Personal Safety

9. Delivery of the curriculum

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

Through effective organisation and delivery of the subject, we will ensure that:

- Core knowledge is sectioned into units of a manageable size.
- The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work.
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.

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.

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

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

RSE and health education will be delivered in a non-judgemental, age-appropriate, factual and inclusive way that allows pupils to ask questions in a safe environment.

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.

LGBTQI+ content has been integrated into the RSE curriculum and is taught as part of the overall curriculum, rather than a standalone topic or lesson. LGBTQI+ content will be approached in a sensitive, age-appropriate and factual way that allows pupils to explore the features of stable and healthy same-sex relationships.

All teaching and resources are assessed by the RSE and PSHE Co-ordinator to ensure they are appropriate for the age and maturity of pupils, 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 pupils where it is only appropriate to discuss the body in single gender groups.

Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning.

Inappropriate images, videos, etc. will not be used, and resources will be selected with sensitivity given to the age and cultural background of pupils.

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.

Teachers will establish what is appropriate for one-to-one and whole-class settings, and alter their teaching of the programmes accordingly.

Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively and honestly.

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.

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 pupils on the basis of their home circumstances.

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.

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.

Parents will be consulted, and their views will be valued. What will be taught and how, will be planned in conjunction with parents.

The procedures for assessing pupil progress are outlined in section 15 of this policy.

10. Curriculum links

The school seeks opportunities to draw links between RSE and health education and other curriculum subjects wherever possible to enhance pupils' learning.

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 and changes to the human body as it grows, including puberty.
- **ICT and computing** – pupils are taught about how they can keep themselves safe online and the different risks that they may face online as they get older.
- **PE** – pupils can develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sport and lead healthy, active lives.
- **PSHE** – pupils learn about respect and difference, values and characteristics of individuals.

11. Working with parents

The school understands that parents' role in the development of their children's understanding about relationships and health is vital.

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

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.

Parents were consulted in July 2026 before the implementation of the new RSE guidance in the following September. Details and outcomes of this can be found on our school website.

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

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

If parents have concerns regarding RSE and health education, they may submit these via email to sdonohoe01@ccsamble.co.uk, or contact the school office to arrange a meeting with the headteacher on 01665 710636.

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

12. Working with external agencies

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

External experts may be invited to assist from time-to-time with the delivery of the RSE and health education curriculum but will be expected to comply with the provisions of this policy.

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

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

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

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.

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.

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

13. Withdrawal from lessons

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

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

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

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.

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

All discussions with parents will be documented. These records will be stored electronically in line with the school's Records Management Policy.

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.

Pupils who are withdrawn from RSE will receive appropriate, purposeful education during the full period of withdrawal.

For requests concerning the withdrawal of a pupil with SEND, the headteacher may take the pupils' specific needs into account when making their decision.

14. Equality and accessibility

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

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

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

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.

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

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

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.

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.

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 Harmful Sexual Behaviour Policy.

15. Safeguarding and confidentiality

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

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 Pupil Confidentiality Policy.

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 DSL will be alerted immediately.

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.

16. Assessment

The school has the same high expectations of the quality of pupils' work in RSE and health education as for other curriculum areas.

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

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

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

- Verbal questioning throughout course delivery
- Termly assessments

17. Staff training

Training will be provided by the RSE and PSHE Co-ordinator to the relevant members of staff on a yearly basis to ensure they are up-to-date with the RSE and health education curriculum.

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.

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. Staff will also be provided with internal training delivered by the Director of SRE and have the opportunity to team teach, attend support drop-in sessions and have access to support banks to aid best practice.

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.

18. Monitoring quality

The RSE and PSHE Co-ordinator is responsible for monitoring the quality of teaching and learning for the subject.

The RSE and PSHE Co-ordinator will conduct subject assessments on a termly basis, which will include a mixture of the following:

- Self-evaluations
- Lesson observations
- Learning walks
- Work scrutiny

The RSE and PSHE Co-ordinator will create annual subject reports for the headteacher and governing body to report on the quality of the subjects.

The RSE and PSHE Co-ordinator will work regularly and consistently with the head of school and RSE link governor, e.g. through monthly line management review meetings, to evaluate the effectiveness of the subjects and implement any changes.

19. Monitoring and review

This policy will be reviewed by the headteacher in conjunction with the RSE and PSHE Co-ordinator.

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

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 – Parental Request Form: Withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL
Agreed actions from discussion with parents

Appendix 2 – Curriculum overviews

Year 7					
HT1	**HT2**	**HT3**	**HT4**	**HT5**	**HT6**
Health and Wellbeing - Mental Health What is emotional and mental health (Including emotional regulation)? Why is there stigma around mental health? What is anxiety? What is depression? What are eating problems? How do we look after our own mental health and why is sleep important? How do we support others?	Living in the Wider World - Treatment of Self and Others What are aspirations? What are needs and wants? What is racism? How do I be safe online (Including digital consent and sharing images)? How do I make ethical decisions? Why is diversity to be celebrated? What role does the monarch play in democracy?	Relationships - With Self, Others and the Community Whole-school Hate Crime Intervention What are friendships (Including loneliness and social isolation)? What is romance? How to develop a positive relationship? How do you stay safe online (including radicalisation and other hate-based/extremist groups)?	Health and Wellbeing - Puberty and Mental Health What is puberty? What is personal hygiene? What is FGM? What is sleep hygiene? Assessment	Living in the Wider World - Online harms and digital literacy Whole-school Community Safety Intervention What is AI-generated content and what is a deep-fake? What are chat-bots and AI relationships? What are harmful influences and algorithms? National Week for Action on Knife Crime What is the manosphere and what is INCEL-culture? What is online grooming?	Health and Wellbeing - Healthy Lifestyles What is a healthy lifestyle? What is the impact of unhealthy eating? What is the impact of energy drinks? What is the impact of drugs? What is the impact of alcohol? What is the impact of vaping? Assessment

Appendix 2 – Curriculum overviews

Year 8					
HT1	**HT2**	**HT3**	**HT4**	**HT5**	**HT6**
Living in the Wider World - Prejudice, Values and Extremism What does it mean to be "radical"? (British Values) What does a terrorist look like? Is reformation rather than punishment the right way to deal with terrorists? What is exploitation and gang pressures? How do leaders attract people? What is sharia law? What is PREVENT?	Relationships - Sex, Healthy Relationships and Conflict What is consent? How does contraception work? What is the impact of pornography? "What is 'sexting' (Including sextortion and image-based abuse)? What are STIs? How to manage conflict in relationships What role does the monarch play in democracy?	Living in the Wider World - Careers and Finances Whole-school Hate Crime Intervention What is the importance of communication? What is teamwork? What is an entrepreneur? How do I budget and save?	Health and Wellbeing - Actions and Consequence What is the difference between smoking and vaping? Am I cancer aware? What is first aid? How to deal with bereavement and grief? Assessment	Relationships - Identity within a Relationship Whole-school Community Safety Intervention What are value conflicts? What makes a good friend? How do I treat my boy/girlfriend (Consent)? National Week for Action on Knife Crime How to communicate when you don't agree (Consent)? What is an INCEL?	Health and Wellbeing - Goals, Behaviour and Emotions What is self-awareness? How do I use my right to vote? What is mindfulness? How do my actions impact others? What do I aspire to be? How do you manage distractions? Assessment

Appendix 2 – Curriculum overviews

Year 9					
HT1	**HT2**	**HT3**	**HT4**	**HT5**	**HT6**
Living in the Wider World - Rights and Responsibilities What are my human rights? Where did human rights come from? Why aren't we all given basic human rights? What is foreign aid? Do we have a responsibility to others (Foreign Aid)? What is INTERPOL? What is human trafficking?	Health and Wellbeing - Addiction, Risky Behaviours and Laws Surrounding Them Am I alcohol aware? Do I know the law around drugs? Why are vaccinations important? Why do people donate blood, organs and stem cells? What are acid attacks? What is self-harm? What role does the monarch play in democracy?	Relationships - Identity and Discrimination Whole-school Hate Crime Intervention What are my core values? What do I want from a relationship (rights in a relationship)? What is a healthy relationship (including gender-based harassment)? What is sexual health (SEd & contraception)?	Relationships - Identity and Discrimination What is healthy body image and how may pornography impact that? What are LGBTQ+ relationships? What is domestic abuse and CSE? What are deep-fakes and how are these used in sextortion? Assessment	Living in the Wider World - Preparing for the Wider World (Enterprise) Whole-school Community Safety Intervention What plans do I have for the future? What are my strengths? What are soft skills? National Week for Action on Knife Crime What is enterprise? How do I become a part of my local community?	Living in the Wider World - Preparing for the Wider World (Finance) What influences my decisions (Econo-me)? How can I make informed decisions (Econo-me)? Why do my decisions matter (Econo-me)? How can I manage financial risk (Econo-me)? What are my rights as a consumer? How can my financial choices impact my mental health? Assessment

Appendix 2 – Curriculum overviews

Year 10					
HT1	**HT2**	**HT3**	**HT4**	**HT5**	**HT6**
Living in the Wider World - Responsible Living How do I manage my time? Now that social media is banned? What is my carbon footprint? What is fast fashion? What is coltan? Where does our rubbish go? What is homelessness? What is a hate crime?	Health and Wellbeing- Mental Health What is the difference between mental health and emotional health? How does mental health impact physical health? How do hormones impact mental health? What is anxiety? What is depression? What is FGM? What is the importance of a free press?	Relationships- Diverse Relationships Whole-school Hate Crime Intervention What are sexism and racism? What are same-sex relationships? What is Trans and gender identity? What is harassment and stalking (including the difference between arranged and forced marriage)?	Living in the Wider World- Rights and Responsibilities in the Workplace What are careers? How do I make myself employable? What are the risks of workplace relationships including harassment? What is financial exploitation? Assessment	Relationships- Toxic Relationships Whole-school Community Safety What is a toxic relationship (including sexual ethics)? How can sharing imaging lead to sextortion and other scams? What is revenge porn? National Week for Action on Knife Crime Is upskirting an issue for men too? What is conflict management?	Living in the Wider World- Organised Crime What is the criminal justice system? What is a criminal behaviour order? What are county lines? What is fraud (including AI manipulation and misinformation)? What does a terrorist look like? Understanding payslips and deductions. Assessment

Appendix 2 – Curriculum overviews

Year 11					
HT1	**HT2**	**HT3**	**HT4**	**HT5**	**HT6**
Living in the Wider World - Effective studying and Careers-based skills What does effective revision look like? What revision works best for me & mapping my revision? What is my 5 and 10 year plan? What are my next steps? (University or college?) What does it mean to live independently? Include independent healthcare access (booking a GP appointment, patient confidentiality, how pharmacies and clinics work) How employable am I? Include digital footprint What is health and safety within the workplace? Include decision making under pressure	Health and Wellbeing - Understanding Human Bodies and our place in society What is the importance of individuality? Why is tolerance a British value (diversity)? What is the impact of privilege? (race and economic) What is body shaming? What is fertility? Including pregnancy and parenting realities What are menstrual and gynaecological conditions- including the menopause? What is CPR?	Relationships - Relationships and Sex HATE CRIME INTERVENTION - Sessions 1 to 4 What is FGM? Are there different types of relationships- include reproductive choices and families (adoption, abortion, infertility etc). How do you gain consent? Include sexual ethics - EU law change on consent & consent in complex situations - pressure, age, status, alcohol/drugs, online, non-verbal coms, change of mind, disability, neurodiversity, cultural or fam pressures What is safe-sex (impact of pornography)? Include access to sexual health services - AYP	Health and Wellbeing - Living Healthily Online and in Real Life How do you show perseverance? What is sleep hygiene? What are the risks of gambling? What is whistleblowing and how to I report a concern? Assessment	Playing Your Part - (Citizenship mini-module) Whole-school Community Safety What is credit, debit and taxation? What is civil vs criminal law? What are my legal rights? National Week for Action on Knife Crime Why should I use my vote? What is a mortgage?	