

Hope SENTAMU LEARNING TRUST



**SECONDARY SCHOOL RELATIONSHIPS AND
SEX EDUCATION AND HEALTH EDUCATION POLICY
January 2022 to January 2023**

THIS POLICY APPLIES TO SECONDARY SCHOOLS/ACADEMIES IN THE HOPE SENTAMU LEARNING TRUST

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Signed by:

_____ Chief Executive Officer Date: _____

_____ Chair of Trust Board Date: _____

Policy Updates

Date	Page	Policy updates
Jan 2022		New Template Policy

Statement of intent

'So God created humankind in his image, in the image of God he created them. (Genesis 1:27, NRSV) I have come in order that you might have life - life in all its fullness. (John 10:10, GNB)'

At Archbishop Sentamu Church of England Academy, we undertake to follow the principles in the Church of England Charter for faith sensitive and inclusive relationships education, relationships and sex education (RSE) and health education (RSHE), regarding our RSE and Health Education Policy;

https://www.churchofengland.org/sites/default/files/2019-11///RSHE%20Principles%20and%20Charter_0.pdf

All pupils have a right to an education which enables them to flourish and is set in a learning community where differences of lifestyle and opinion (within that which is permissible under UK law) are treated with dignity and respect; bullying of all kinds is eliminated; and where they are free to be themselves and fulfil their potential without fear. Our academy therefore takes a faith-sensitive and inclusive approach to this policy. All pupils are treated with dignity, made in the image of God and loved equally by God.

Our RSHE curriculum ensures that all pupils are able to cherish themselves and others as unique and wonderfully made, to keep themselves safe and are able to form healthy relationships where they respect and afford dignity to others. The RSHE curriculum protects, informs and nurtures all pupils. It clearly differentiates between factual teaching (biology, medicine, the law, marriage, different types of families and the composition of society) and moral teaching about relationships and values, recognising that the distinction can be easily blurred and there needs to be discernment about the manner in which this is taught within a moral (but not moralistic) framework. It will provide pupils with the knowledge that will enable them to navigate and contextualise a world in which many will try to tell them how to behave, what to do and what to think. It will help them to develop the skills to express their own views and make their own informed decisions. This is a responsibility that should be shared between parents/carers and academy.

At ASA CE Academy 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/academy's RSE and health education curriculum will be organised and delivered, to ensure it meets the needs of all pupils.

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
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Children and Social Work Act 2017
- DfE (2021) 'Keeping children safe in education
- DfE (2021) 'Teaching about relationships, sex and health'
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2015) 'National curriculum in England: science programmes of study'
- Church of England SIAMS Evaluation Schedule (2018).

This policy operates in conjunction with the following Trust policies:

- Behaviour Policy (*Trust-wide policy and local procedures*)
- Special Educational Needs and Disability Policy (*Trust-wide policy*)
- E-Safety and Acceptable Use Policy (*Trust-wide policy*)
- Equality Objectives Policy (*Trust-wide policy*)
- Anti-Bullying Policy (*Trust-wide policy*)
- Child Protection and Safeguarding Policy (*Trust-wide policy*)
- Data Protection (UK GDPR) Policy and Data Retention Schedule (*Trust-wide policy*)
- Acceptable Use Agreement (*Trust-wide document*)

2. Roles and responsibilities

2.1. The Local Governing Committee (LGC) and Trust Board is responsible for:

- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the RSE and health education curriculum is well-led, effectively managed and well-planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring that teaching is delivered in ways that are accessible to all pupils with Special Educational Needs and Disabilities (SEND).
- Providing clear information to parents/carers on the subject content and the right to request that their child is withdrawn.
- Ensuring RSE and health education is resourced, staffed and timetabled in a way that ensures the academy can fulfil its legal obligations.
- As a Church of England academy, sustaining and enhancing the Christian vision and values of the academy, through implementation of the policy and charter.

2.2. The Headteacher/Principal is responsible for:

- The overall implementation of this policy.
- Ensuring all staff are suitably trained to deliver the subjects.
- Ensuring parents/carers 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/carers, and the pupil 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/carers to be involved in consultations regarding the school's/academy's RSE and health education curriculum.
- Reviewing this policy on an annual basis.
- Reporting to the LGC on the effectiveness of this policy and the curriculum.
- As a Church of England academy, sustaining and enhancing the Christian vision and values of the academy, through implementation of the policy and charter.

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

- Overseeing the delivery of RSE and health education.
- Working closely with colleagues in related curriculum areas to ensure the RSE and health education curriculum compliments, and does not duplicate, the content covered in other 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 academy 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/Principal.

- As a Church of England academy, sustaining and enhancing the Christian vision and values of the academy, through implementation of the policy and charter.

2.4. The Designated Safeguarding Lead (DSL) is responsible for:

- Offering advice and consultation for safeguarding-related subjects in the RSE and health education curriculum.
- Promoting knowledge and awareness of safeguarding issues amongst staff.
- Being an appropriate point of contact for staff who have concerns about the welfare of a pupil that have arisen through the teaching of RSE and health education.

2.5. Subject teachers are responsible for:

- Acting in accordance with, and promoting, this policy.
- Delivering RSE and health education in a manner that is sensitive, of 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 Special Educational Needs Coordinator (SENCo) to identify and respond to individual needs of pupils with SEND. Liaising with the RSE and health education subject leader on 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 leader or a member of the Senior Leadership Team (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/carers have requested to withdraw them from the non-statutory components of RSE, by providing them with alternative education opportunities.
- As a Church of England academy, sustaining and enhancing the Christian vision and values of the academy, through implementation of the policy and charter.

2.6. The SENCo is responsible for:

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

3. Organisation of the RSE and health education curriculum

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.
- “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/carers, and in accordance with Department for Education (DfE) recommendations.

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

- Questionnaires
- Meetings
- Letters
- Training sessions

The majority of the RSE and health education curriculum will be delivered through Personal, Social, Health and Economic Education (PSHE) lessons. The RSE and health education subject leader 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 academy will ensure that the curriculum remains in line with the DfE’s ‘Relationships Education, Relationships and Sex Education (RSE) and Health Education’ guidance at all times.

The academy will consider the context and views of the wider local community when developing the curriculum to ensure it is reflective of circumstances in the local area. The religious background of all pupils will also be considered when planning teaching, to ensure all topics included are appropriately handled.

The RSE and health education curriculum will be informed by topical issues in the academy and wider community, to ensure it is tailored to pupils’ needs.

4. 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.

4.1. 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.
- About the characteristics and legal status of other types of long-term relationships.
- About the roles and responsibilities of parents/carers 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.

4.2. Respectful relationships, including friendships

By the end of secondary school, pupils will know:

- About 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 in the 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.
- About 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.

- About 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.

4.3. 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.

4.4 Being safe

By the end of secondary school, pupils will know:

- About the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and Female Genital Mutilation (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.

4.5. 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.
- 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

The academy will 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.

Year 7

Puzzle	Piece No.	Learning Intentions
Changing Me	1	<p>By the end of this session I will be able to:</p> <ul style="list-style-type: none"> • Understand the changes that happen during puberty • Recognise that people develop at different rates during puberty • Know that practices such as Female genital mutilation and breast ironing are forms of abuse • Know where to access help and support if I am worried or concerned about puberty and/or abuse.
Changing Me	2	<p>By the end of this session I will be able to:</p> <ul style="list-style-type: none"> • Know how a baby is conceived naturally • Know there are other ways a baby can be conceived e.g. IVF • Understand how a baby develops inside the uterus and is born • Know there are different choices people can make about conception, pregnancy and having a baby • Appreciate that a baby comes with responsibilities
Changing Me	3	<p>By the end of this session I will be able to:</p> <ul style="list-style-type: none"> • Know that there are different types of committed stable relationships and that some people may choose to have children or not. • Make links between positive, healthy family relationships and effective parenting • Identify some of the roles and responsibilities of being a parent.
Changing Me	4	<p>By the end of this session I will be able to:</p> <ul style="list-style-type: none"> • Know that the media can have a positive or negative impact on a person's self-esteem or body image • Know where to go for help if I am worried about my body image or self-esteem.

Changing Me	5	<p>By the end of this session I will be able to:</p> <ul style="list-style-type: none"> • Know some of the changes in my brain during puberty • Understand some of the emotional changes during puberty • Know where to access support if I am worried about adolescence.
Changing Me	6	<p>By the end of this session I will be able to:</p> <ul style="list-style-type: none"> • Summarise the potential impact of changes in puberty on how I feel and suggest ways to cope with the changes. • Tell you a range of changes that are happening to me that are preparing me for adulthood

Year 8

<i>Puzzle</i>	<i>Piece No.</i>	<i>Learning Intentions</i>
Relationships	4	<p>By the end of this session I will be able to:</p> <ul style="list-style-type: none"> • Understand what is meant by control, power balance and coercion in a relationship
Relationships	3	<p>By the end of this session I will be able to:</p> <ul style="list-style-type: none"> • Define what is meant by personal space and how this varies across my relationships both online and offline • Discuss how personal space differs across different cultures
Changing Me	3	<p>By the end of this session I will be able to:</p> <ul style="list-style-type: none"> • Understand the range of feelings associated with attraction • Know where to get information to safely explore feelings about sexuality • Understand the range of feelings associated with attraction • Recognise that attraction towards others takes many forms and can change over time
Changing Me	4	<p>By the end of this session I will be able to:</p> <ul style="list-style-type: none"> • Recognise the role of pornography in society • Understand that pornographic images do not reflect reality, that specific sexually explicit material e.g pornography presents a distorted picture of sexual behaviours • Understand that pornography can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners • Describe the negative influence pornography can have on relationships • Discuss how pornography can impact on expectations and self-image

Changing Me	5	<p>By the end of this session I will be able to:</p> <ul style="list-style-type: none"> ● List some risks associated with drinking too much alcohol, including unprotected sex, non-consensual sex ● Know what the law says in relation to sex and alcohol ● Discuss the steps someone could take if they had engaged in risky sexual behaviour as a result of drinking too much alcohol
Changing Me	6	<p>By the end of this session I will be able to:</p> <ul style="list-style-type: none"> ● Summarise behaviours and attitudes that could make a relationship healthy or unhealthy ● Explain some risks associated with pornography or alcohol use in relation to relationships

Year 9

<i>Puzzle</i>	<i>Piece No.</i>	<i>Learning Intentions</i>
Relationships	1	<p>By the end of this session I will be able to:</p> <ul style="list-style-type: none"> • Recognise when others might try to use their power to control, coerce and manipulate in an intimate relationship • Understand the features of positive, stable, intimate relationships
Relationships	2	<p>By the end of this session I will be able to:</p> <ul style="list-style-type: none"> • Understand that I have a choice in many situations, including when I want to say no • Know and can use some assertiveness skills to help me manage a range of circumstances • Understand that consent is a vital feature of a sexual relationship • Know about sex and the law
Relationships	3	<p>By the end of this session I will be able to:</p> <ul style="list-style-type: none"> • Understand that pornography and some media images give a false impression of sex and sexual relationships • Challenge stereotypical ideas of 'ideal' males and females • Know about sex and the law as applied to online and social media • Be reassured that my adolescence is normal for me
Relationships	4	<p>By the end of this session I will be able to:</p> <ul style="list-style-type: none"> • Know about the different contraception methods available • Know that contraception is important for sexual health as well as preventing a pregnancy • Know that communication and negotiation about contraception use is important • Understand that information and facts are vital in making an informed choice about contraception if and when needed • Know how to access advice and information about sexual health • Know about sex and the law • Know how to access advice and information about sexual health • Know about sex and the law

Relationships	5	<p>By the end of this session I will be able to:</p> <ul style="list-style-type: none"> ● Understand there could be consequences for people who choose to have unprotected sex ● Know about different sexually transmitted infections ● Know about sexual health clinics and how to access help and support if I have unprotected sex ● Know some of the options available if I have unprotected sex
Relationships	6	<p>By the end of this session I will be able to:</p> <ul style="list-style-type: none"> ● Identify some of the choices and consequences about starting and intimate /sexual relationship ● Understand that choice and respect underpin safe and healthy intimate relationships ● Consider the risks and consequences of becoming sexually active

Year 10

<i>Puzzle</i>	<i>Piece No.</i>	<i>Learning Intentions</i>
Celebrating Difference	4	<p>By the end of this session I will be able to:</p> <ul style="list-style-type: none"> • Identify the misuse of power in relationships • Give examples of the physical and mental consequences of misuse of power in relationships • List sources of support for individuals experiencing ill-treatment by others
Celebrating Difference	6	<p>By the end of this session I will be able to:</p> <ul style="list-style-type: none"> • Understand how equality and inequality can affect relationships • Recognise some of the ways in which aspects of health can impact on life chances, particularly education • Know how to take responsibility for some aspects of my health and I understand that my health-related decisions will have consequences
Healthy Me	1	<p>By the end of this session I will be able to:</p> <ul style="list-style-type: none"> • Describe how sexual health can be maintained, including immunisation, self-examination, barrier methods of contraception, personal hygiene, waxing and shaving, blood-borne infection. Intimacy without sex. • Know where to access information and support in relation to health including sexual health
Healthy Me	6	<p>By the end of this session I will be able to:</p> <ul style="list-style-type: none"> • Describe how people who are sexually active can keep themselves safe from STIs
Relationships	2	<p>By the end of this session I will be able to:</p> <ul style="list-style-type: none"> • Understand the relationship life-cycle • Understand the choices I have in my relationships, including; ending a range of relationships, physical and non-physical relationship choices • Explain how a range of relationships can be ended including romantic relationships • Understand the consequences of ending relationships including: bullying, revenge pornography, depression, the grief process and how to manage this • List sources of help and support for when relationships end including bereavement and divorce, family separation

Year 11

<i>Puzzle</i>	<i>Piece No.</i>	<i>Learning Intentions</i>
Being Me in My World	1	By the end of this session I will be able to: <ul style="list-style-type: none"> • State what 'being an adult' means to me • Give some examples of legislation that affects me at 16 (consent)
Being Me in My World	2	By the end of this session I will be able to: <ul style="list-style-type: none"> • Give examples of legislation that relates to sex and relationships • Know about the legal status of different relationships e.g marriage, civil partnership, cohabitation • Explain why coercive control, sexual harassment and sexual violence in relationships is unacceptable, illegal and the consequences of this
Healthy Me	2	By the end of this session I will be able to: <ul style="list-style-type: none"> • Tell you ways to look after my sexual health. This includes: • Self-examination (breasts and testicles) • Information about sexually-transmitted infections • How STIs are treated and where to access advice and treatment • Methods of prevention of contracting STIs including safe sex • Where to access sexual health advice and support • Having knowledge of the treatment available for STIs
Healthy Me	3	By the end of this session I will be able to: <ul style="list-style-type: none"> • Understand the influences that inform decision making with regard to sexual relationships. • Know some strategies to help manage sexual pressure • Understand what consent is in relation to sexual relationships
Healthy Me	4	By the end of this session I will be able to: <ul style="list-style-type: none"> • Understand the choices available in relation to contraception and pregnancy • Tell you how a person's fertility could be impacted by lifestyle choices • Explain some of the contraceptive choices available and about their efficacy • Explain about the choices with pregnancy e.g. keeping the baby, adoption, abortion • Discern between some myths and facts about pregnancy • Understand the facts about pregnancy including miscarriage

		<ul style="list-style-type: none"> Know how to access confidential advice about sexual and reproductive health
Healthy Me	5	<p>By the end of this session I will be able to:</p> <ul style="list-style-type: none"> Understand the range of risks to physical and mental health associated with unhealthy sexual relationship Know some things I can do to avoid high risk situations in relation to sex
Healthy Me	6	<p>By the end of this session I will be able to:</p> <ul style="list-style-type: none"> Tell you why sexual and reproductive health is important Suggest ways I can look after my sexual and reproductive health Suggest ways to manage healthy and safe intimate relationships Summarise ways people can stay healthy when they are sexually active Explain choices relating to pregnancy and where to go for advice and support concerning sexual and reproductive health
Relationships	2	<p>By the end of this session I will be able to:</p> <ul style="list-style-type: none"> Explain there is a spectrum of gender and sexuality Know that sexuality is different from gender diversity Know that for some people, gender identity and sexuality is fluid and for others it is fixed Know that LGBTQ people are protected by law and have some equal rights Know how to access support if worried about sexuality or gender issues
Relationships	3	<p>By the end of this session I will be able to:</p> <ul style="list-style-type: none"> Empathise that 'coming out' can be challenging for some LGBTQ people and it is up to them to choose the right time for this Understand that the media often shows stereotypical LGBTQ people and relationships, and within this community there is diversity which may not always be represented in what we see Know that being LGBTQ is different for each individual and there is no 'normal' way of being or expressing being LGBTQ Know how to access support and advice about LGBTQ issues

Relationships	5	<p>By the end of this session I will be able to:</p> <ul style="list-style-type: none"> ● Explain why honour-based violence and forced marriage is unacceptable and illegal ● Give examples of honour-based violence ● Know what FGM and breast ironing is, and why it is illegal ● Give examples of hate crimes against LGBT+ people and explain why this is unacceptable and illegal ● Know how to report honour-based crimes or hate crime against LGBTQ+ people
Relationships	6	<p>By the end of this session I will be able to:</p> <ul style="list-style-type: none"> ● can consider how power in relationships can affect people ● I understand issues relating to inclusion, equality and violations of human rights

Year 12/13

Keeping Safe	Relationship and personal safety	By the end of this session I will be able to: <ul style="list-style-type: none"> Assess my relationships and take steps to ensure my safety and privacy particularly when meeting new people. Recognise a range of situations that indicate lack of safety in relationships and am aware of sources of support.
Keeping Safe	Lifestyle choice and personal safety	By the end of this session I will be able to: <ul style="list-style-type: none"> be aware of the effects of substances on myself and others and can take steps to minimise harm in the short and long term. Critically reflect on behaviour that appears extreme and take appropriate action to protect myself and/or others.
Online life and Media	Body image and the media	By the end of this session I will be able to: <ul style="list-style-type: none"> Understand and question the impact of body image as portrayed by social media on myself and others. Critically appraise the issues in relation to body enhancement procedures including mental health considerations
Online life and Media	Online world, positive and negative	By the end of this session I will be able to: <ul style="list-style-type: none"> Challenge the accuracy of online content, and decisively set my own privacy settings. Be insightful to the online content that will help me build a positive, professional profile. Critically reflect on the manipulation, bias and propaganda associated with
Future choices and money	Work/life balance	By the end of this session I will be able to: <ul style="list-style-type: none"> Be aware of the importance of maintaining a work/life balance and can apply strategies to my own life to do this. Critically appraise the benefits and potential harms of taking a year out and can adapt my plans as required.
Relationships	Managing relationships respectfully	By the end of this session I will be able to: <ul style="list-style-type: none"> Manage a range of relationships using tact, diplomacy and self-awareness, including ending relationships respectfully.
Relationships	Understanding intimate and emotional relationships	By the end of this session I will be able to: <ul style="list-style-type: none"> Evaluate the range of emotions associated with emotional and intimate relationships. Discuss the factors that are necessary to maintain healthy pleasurable relationships and compare and contrast the difference between love and lust.
Relationships	Sexuality and gender diversity	By the end of this session I will be able to: <ul style="list-style-type: none"> Apply self-awareness and questioning to my own sexuality. Appreciate and respect the range of diversity that exists in relation to sexuality and gender diversity.
Personal Development	Personal resilience and independence	By the end of this session I will be able to: <ul style="list-style-type: none"> Effectively manage a range of relationships both personal and professional and recognise both the positive and negative aspects I may encounter in each.
Values, rights and responsibilities	The law and you	By the end of this session I will be able to: <ul style="list-style-type: none"> Understand my legal responsibilities as an adult and the consequences of breaking the law on my future and career. Aware of the protection I should respect under the law and how to access support if required

Values, rights and responsibilities	Challenging prejudices	By the end of this session I will be able to: <ul style="list-style-type: none"> • Recognise and challenge prejudice and discrimination whether it is aimed at me or others. I • Appraise the legislation that is in place to protect individuals from prejudice and discrimination.
Values, rights and responsibilities	Workplace legislation	By the end of this session I will be able to: <ul style="list-style-type: none"> • Be aware of the range of legislation that is in place in the workplace to protect individuals and organisations. • Able to critically reflect on the role of professional bodies including trade unions and the role they play in supporting and protecting individuals.
Values, rights and responsibilities	Clarity and consent	By the end of this session I will be able to: <ul style="list-style-type: none"> • Clearly and accurately discuss the meaning of consent, withdrawal of consent and the consequences of failing to respect someone's right to consent.
Sexual Health	Contraception	By the end of this session I will be able to: <ul style="list-style-type: none"> • Discuss and negotiate contraceptive choices with understanding and diplomacy, • Be fully aware of the full range of contraception, appropriateness and effectiveness of each and where to access contraception.
Sexual Health	Sexual Health and STIs	By the end of this session I will be able to: <ul style="list-style-type: none"> • Confidently take responsibility for my sexual health including minimising the risk of contracting a sexually transmitted infection. • Be aware of the steps to take and where to get support if I have concerns about my sexual health.
Sexual Health	Pregnancy	By the end of this session I will be able to: Critically discuss the implications of pregnancy choices, the impact of young parenthood, decisions relating to having children and the support available in relation to pregnancy choices.

6. 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.

6.1. 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.
- About 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.
- About the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.

6.2. Internet safety and harms

By the end of secondary school, pupils will know:

- About 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.

6.3. Physical health and fitness

By the end of secondary school, pupils will know about:

- 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.

6.4. 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.

6.5. Drugs, alcohol and tobacco

By the end of secondary school, pupils will know about:

- 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.
- 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.

6.6. 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.
- 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 (at KS4).
- 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.

6.7. 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 (from Year 8 onwards).
- About the purpose of defibrillators and when one might be needed.

6.8. Changing adolescent body

By the end of secondary school, pupils will know:

- Key facts about puberty, the changing adolescent body and menstrual wellbeing.
- About the main changes which take place in males and females, and the implications for emotional and physical health.

7. Health education programmes of study

The academy will 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

Puzzle	Piece No.	Learning Intentions
Changing Me	1	<p>By the end of this session I will be able to:</p> <ul style="list-style-type: none"> • Understand the changes that happen during puberty • Recognise that people develop at different rates during puberty • Know that practices such as Female genital mutilation and breast ironing are forms of abuse • Know where to access help and support if I am worried or concerned about puberty and/or abuse.
Changing Me	2	<p>By the end of this session I will be able to:</p> <ul style="list-style-type: none"> • Know how a baby is conceived naturally • Know there are other ways a baby can be conceived e.g. IVF • Understand how a baby develops inside the uterus and is born • Know there are different choices people can make about conception, pregnancy and having a baby • Appreciate that a baby comes with responsibilities
Changing Me	3	<p>By the end of this session I will be able to:</p> <ul style="list-style-type: none"> • Know that there are different types of committed stable relationships and that some people may choose to have children or not. • Make links between positive, healthy family relationships and effective parenting • Identify some of the roles and responsibilities of being a parent.
Changing Me	4	<p>By the end of this session I will be able to:</p> <ul style="list-style-type: none"> • Know that the media can have a positive or negative impact on a person's self-esteem or body image • Know where to go for help if I am worried about my body image or self-esteem.

Changing Me	5	<p>By the end of this session I will be able to:</p> <ul style="list-style-type: none"> • Know some of the changes in my brain during puberty • Understand some of the emotional changes during puberty • Know where to access support if I am worried about adolescence.
Changing Me	6	<p>By the end of this session I will be able to:</p> <ul style="list-style-type: none"> • Summarise the potential impact of changes in puberty on how I feel and suggest ways to cope with the changes. • Tell you a range of changes that are happening to me that are preparing me for adulthood

Year 8

<i>Puzzle</i>	<i>Piece No.</i>	<i>Learning Intentions</i>
Changing Me	3	<p>By the end of this session I will be able to:</p> <ul style="list-style-type: none"> • Understand the range of feelings associated with attraction • Know where to get information to safely explore feelings about sexuality • Understand the range of feelings associated with attraction • Recognise that attraction towards others takes many forms and can change over time
Changing Me	5	<p>By the end of this session I will be able to:</p> <ul style="list-style-type: none"> • List some risks associated with drinking too much alcohol, including unprotected sex, non-consensual sex • Discuss the steps someone could take if they had engaged in risky sexual behaviour as a result of drinking too much alcohol
Changing Me	6	<p>By the end of this session I will be able to:</p> <ul style="list-style-type: none"> • Summarise behaviours and attitudes that could make a relationship healthy or unhealthy • Explain some risks associated with pornography or alcohol use in relation to relationships

Year 9

<i>Puzzle</i>	<i>Piece No.</i>	<i>Learning Intentions</i>
Relationships	3	<p>By the end of this session I will be able to:</p> <ul style="list-style-type: none"> • Be reassured that my adolescence is normal for me
Relationships	4	<p>By the end of this session I will be able to:</p> <ul style="list-style-type: none"> • Know about the different contraception methods available • Know that contraception is important for sexual health as well as preventing a pregnancy • Know that communication and negotiation about contraception use is important • Understand that information and facts are vital in making an informed choice about contraception if and when needed • Know how to access advice and information about sexual health
Relationships	5	<p>By the end of this session I will be able to:</p> <ul style="list-style-type: none"> • Understand there could be consequences for people who choose to have unprotected sex • Know about different sexually transmitted infections • Know about sexual health clinics and how to access help and support if I have unprotected sex • Know some of the options available if I have unprotected sex
Relationships	6	<p>By the end of this session I will be able to:</p> <ul style="list-style-type: none"> • Consider the risks and consequences of becoming sexually active

Year 10

<i>Puzzle</i>	<i>Piece No.</i>	<i>Learning Intentions</i>
Celebrating Difference	6	<p>By the end of this session I will be able to:</p> <ul style="list-style-type: none"> • Recognise some of the ways in which aspects of health can impact on life chances, particularly education • Know how to take responsibility for some aspects of my health and I understand that my health-related decisions will have consequences
Dreams and Goals	2	<p>By the end of this session I will be able to:</p> <ul style="list-style-type: none"> • Identify the connections between physical health and achieving my goals • Understand the impact that poor mental health can have on my goals • Consider some steps I could take to ensure my health supports me with my goals
Healthy Me	1	<p>By the end of this session I will be able to:</p> <ul style="list-style-type: none"> • Understand how my lifestyle choices can affect my health • Understand the key factors that impact health • Suggest actions I could take to maintain or improve my current health • Describe how sexual health can be maintained, including immunisation, self-examination, barrier methods of contraception, personal hygiene, waxing and shaving, blood-borne infection. Intimacy without sex. • Know where to access information and support in relation to health including sexual health
Healthy Me	6	<p>By the end of this session I will be able to:</p> <ul style="list-style-type: none"> • Summarise some of the risks associated with substance use and the laws relating to these • Express why some people choose to use different substances and my own thinking relating to such choices

Year 11

<i>Puzzle</i>	<i>Piece No.</i>	<i>Learning Intentions</i>
Healthy Me	2	<p>By the end of this session I will be able to:</p> <ul style="list-style-type: none"> • Tell you ways to look after my sexual health. This includes: • Self-examination • Personal hygiene routines • Information about sexually-transmitted infections • How STIs are treated and where to access advice and treatment • Methods of prevention of contracting STIs including safe sex • Where to access sexual health advice and support • Having knowledge of the treatment available for STIs
Healthy Me	3	<p>By the end of this session I will be able to:</p> <ul style="list-style-type: none"> • Understand the influences that inform decision making with regard to sexual relationships. • Know some strategies to help manage sexual pressure • Understand what consent is in relation to sexual relationships
Healthy Me	4	<p>By the end of this session I will be able to:</p> <ul style="list-style-type: none"> • Understand the choices available in relation to contraception and pregnancy • Know key facts about fertility and pregnancy • Tell you how a person's fertility could be impacted by lifestyle choices • Explain some of the contraceptive choices available and about their efficacy • Explain about the choices with pregnancy e.g. keeping the baby, adoption, abortion • Discern between some myths and facts about pregnancy • Understand the facts about pregnancy including miscarriage • Know how to access confidential advice about sexual and reproductive health
Healthy Me	5	<p>By the end of this session I will be able to:</p> <ul style="list-style-type: none"> • Understand the range of risks to physical and mental health associated with unhealthy sexual relationship • Know some things I can do to avoid high risk situations in relation to sex

Healthy Me	6	<p>By the end of this session I will be able to:</p> <ul style="list-style-type: none">• Tell you why sexual and reproductive health is important• Suggest ways I can look after my sexual and reproductive health• Suggest ways to manage healthy and safe intimate relationships• Summarise ways people can stay healthy when they are sexually active• Explain choices relating to pregnancy and where to go for advice and support concerning sexual and reproductive health
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Year 12/13

Online life and Media	Body image and the media	By the end of this session I will be able to: <ul style="list-style-type: none"> Understand and question the impact of body image as portrayed by social media on myself and others. Critically appraise the issues in relation to body enhancement procedures including mental health considerations
Online life and Media	Gaming and gambling	By the end of this session I will be able to: <ul style="list-style-type: none"> Discuss and appraise the positive and harmful aspects of gaming and gambling. I can recommend sources of support for those adversely affected by gaming or gambling.
Health and Fitness	Health responsibilities	By the end of this session I will be able to: <ul style="list-style-type: none"> Be aware of my own health and the actions I should take to monitor my health and reduce the risk of ill health Be aware of health services and how to register with them
Health and Fitness	Keeping healthy	By the end of session I will be able to: <ul style="list-style-type: none"> Critically appraise health information from a range of media. Be aware of the illnesses that are more prevalent in young people and can take steps to minimise harm to myself and others from these. Know the components of a healthy diet and how I can maintain this on a budget.
Health and Fitness	20 keep fit ideas	By the end of this session I will be able to: <ul style="list-style-type: none"> Set goals to keep physically fit and know of many ways to do this.
Emotional and Mental Health	Common mental health problems and strategies to help	By the end of this session I will be able to: <ul style="list-style-type: none"> Be insightful to the range of mental health issues individuals may encounter and can analyse and evaluate a range of strategies to manage these. Be self-aware of my own mental health and can prioritise support strategies as appropriate. Sensitively discuss the impact of suicide and hypothesise on why young men are a high risk group in relation to suicide.
Emotional and Mental Health	Managing change	By the end of this session I will be able to: <ul style="list-style-type: none"> Articulate my hopes and fears about the changes I am likely to encounter and set goals for managing the changes I am likely to experience Infer from past changes I've experienced how I might manage future changes and plan accordingly.
Sexual Health	Sexual Health and STIs	By the end of this session I will be able to: <ul style="list-style-type: none"> Confidently take responsibility for my sexual health including minimising the risk of contracting a sexually transmitted infection. Be aware of the steps to take and where to get support if I have concerns about my sexual health.
Sexual Health	Pregnancy	By the end of this session I will be able to: Critically discuss the implications of pregnancy choices, the impact of young parenthood, decisions relating to having children and the support available in relation to pregnancy choices.

8. Delivery of the curriculum

Through effective organisation and delivery of the RSE and health education, 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 other curriculum subjects. Where appropriate, the academy 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.

The academy 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. LGBTQ+ content will be approached in a sensitive, age-appropriate and factual way that allows pupils to explore gender identity and the features of stable and healthy same-sex relationships.

The curriculum will be designed to focus on pupils of all gender identities and expressions and activities will be planned to ensure all are actively involved.

The academy will ensure it delivers teaching on sensitive topics, e.g. the body, in a way that is appropriate and sensitive to the various needs of the school community, e.g. cultural background. All teaching and resources will be assessed by the RSE and health education subject leader 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. 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 Trust's E-Safety and Acceptable Use Policy.

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.

Teachers will focus heavily on the importance of healthy relationships, including marriage, when teaching RSE, though sensitivity will always be given as to not stigmatise pupils on the basis of their home circumstances. 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.

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.

At all points of delivery of the curriculum, parents/carers will be consulted, and their views will be valued. What will be taught and how, will be planned in conjunction with parents/carers.

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

9. Curriculum links

The academy will seek 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 and RE** - pupils learn about respect and difference, values and characteristics of individuals.
- **Collective Worship** - pupils have the opportunity to reflect upon difference and respect for others and to value all people as unique individuals.

10. Working with parents/carers

The academy understands that parents'/carers' role in the development of their children's understanding about relationships and health is vital; therefore, we will work closely with parents/carers when planning and delivering the content of the school's/academy's RSE and health education curriculum.

When in consultation with parents/carers, the academy will provide:

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

Parents/carers will be provided with frequent opportunities to understand and ask questions about the school's/academy's approach to RSE and health education. Parents/carers will be regularly consulted on the curriculum content, through meetings and letters, and the curriculum will be planned in conjunction with parents'/carers' views.

The academy will remain aware that the teaching of some aspects of the curriculum may be of concern to parents/carers. If parents/carers have concerns regarding RSE and health education, they will submit these via email to s.hossack@asa.hslt.academy, or contact the school office to arrange a meeting with the Headteacher/Principal on 01482 781912.

11. Working with external agencies

Working with external agencies will be used to enhance our delivery of RSE and health education and bring 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.

When working with external agencies, the academy will:

- Check the visitor credentials of all external agencies.
- Ensure the teaching delivered by the external experts fits with the planned curriculum and provisions of this policy.
- 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.
- Request copies of the materials and lesson plans the visitor will use, to ensure it meets the full range of pupils' needs.
- Agree with the agency on how confidentiality will work in any lesson and that the visitor understands how safeguarding reports must be dealt with in line with the Trust's Child Protection and Safeguarding Policy.

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

12. Withdrawal from lessons

The academy will always recognise that parents/carers have the right to request that their child is withdrawn from some or all of sex education delivered as part of statutory RSE. The academy will uphold that parents/carers 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/Principal.

Before granting a withdrawal request, the Headteacher/Principal will discuss the request with the parents/carers and, as appropriate, the pupil, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum. The Headteacher/Principal will inform parents/carers of the benefits of their child receiving RSE and any detrimental effects that withdrawal might have. All discussions with parents/carers will be documented. These records will be kept securely in SIMS and CPOMS in line with the Trust's Data Protection (UK GDPR) Policy and Data Retention Schedule.

Following discussions with parents/carers, the academy will respect the parents'/carers' request to withdraw their child up to and until three terms before the pupil turns 16. After this point, if the pupil wishes to receive RSE rather than be withdrawn, the academy will make arrangements to provide the pupil 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/Principal will take the pupils' specific needs into account when making their decision.

13. Equality and accessibility

The academy 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 academy 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 academy will be aware 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 academy will be 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 academy will ensure the teaching remains sensitive, age-appropriate, developmentally appropriate and is delivered with reference to the law.

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

The academy will be actively aware of everyday issues such as sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture within which these are not tolerated. Any occurrences of such issues will be identified and managed promptly. 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 Trust's Child Protection and Safeguarding Policy.

14. Safeguarding and confidentiality

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

To meet DfE's best practice advice, the DSL will be involved in the formulation of safeguarding-related areas of the curriculum, as the knowledge and resources may help to address safeguarding issues more appropriately and effectively.

When teaching issues that are particularly sensitive for pupils of all ages, e.g. self-harm or suicide, teachers will be made aware of the risks of inadvertently encouraging, or providing instructions to, pupils. Teaching of these subjects will always prioritise preventing harm to pupils as a central goal. Confidentiality within the classroom will be an important component of RSE and health education, and teachers will be expected to respect the confidentiality of their pupils as far as is possible, in compliance with the Trust's Data Protection (UK GDPR) 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.

15. Assessment

The academy will have the same high expectations of the quality of pupils' work in RSE and health education as for other curriculum areas. Lessons will be planned to provide suitable challenge to pupils of all abilities.

Teaching will be assessed and assessments 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 academy will capture progress in the following ways:

- Tests
- Written assignments
- Classwork
- Homework
- Self-evaluation

16. Staff training

Training will be provided by the RSE and health education subject leader to the relevant members of staff on a termly 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, which may need to be addressed in relation to the curriculum.

The academy 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.

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.

Church of England Schools in the Trust will receive regular updates and training through the Diocese of York Link Adviser and service level agreement.

17. Monitoring and review

The RSE and health education subject leader will be responsible for monitoring the quality of teaching and learning for the subject. They will conduct subject assessments on a termly basis, which will include a mixture of the following:

- Self-evaluation
- Topic feedback forms
- Learning walks
- Work scrutiny
- Lesson planning scrutiny

The RSE and health education subject leader will create annual subject reports for the Headteacher/Principal and LGC to report on the quality of the subjects. They will also work regularly and consistently with the Headteacher/Principal and RSE link governor, e.g. through review meetings, to evaluate the effectiveness of the subjects and implement any changes.

Church of England schools will work closely with their Diocesan Link Adviser and Secondary School Improvement Lead, to monitor the quality of provision.

Policy Review

This policy will be reviewed by the Trust Board and academy LGC on an annual basis, with consultation with the Diocese of York Link Adviser.

Any changes needed to the policy, including changes to the programmes, will be implemented by the Headteacher/Principal. Any changes to the policy will be clearly communicated to all members of staff and stakeholders will be consulted.

The next scheduled review date for this policy will be December 2022 for January 2023 release.