



Prince Henry's Grammar School
COLLABORATIVE LEARNING TRUST



RSE and Health Education Policy

RSE and health education in secondary schools has been compulsory since September 2020; however, due to the impact of coronavirus (COVID-19), schools are being offered flexibility on when to begin delivering these subjects within the 2020/2021 academic year. The final date to begin teaching is 1 April 2021.

Date policy last reviewed: _____

Signed by:

_____ Headteacher Date: _____
_____ Chair of governors Date: _____

Last updated: 14 July 2021

Further to our earlier consultation on the program of study there will be a wider consultation on this policy during the 2021/22 academic year.

Contents:

[Statement of intent](#)

1. **[Updated]** [Legal framework](#)
2. [Roles and responsibilities](#)
3. [Organisation of the RSE and health education curriculum](#)
4. [RSE subject overview](#)
5. [RSE programmes of study](#)
6. [Health education subject overview](#)
7. [Health education programmes of study](#)
8. [Delivery of the curriculum](#)
9. [Curriculum links](#)
10. [Working with parents](#)
11. [Working with external agencies](#)
12. [Withdrawal from lessons](#)
13. [Equality and accessibility](#)
14. [Safeguarding and confidentiality](#)
15. [Assessment](#)
16. [Staff training](#)
17. [Monitoring and review](#)

Statement of intent

At Prince Henry's Grammar School, 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.

1. **[Updated]** Legal framework

[Updated] 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
- **[Updated]** DfE (2021) 'Keeping children safe in education (2020)'
- **[New]** 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'

This policy operates in conjunction with the following school policies:

- Behaviour and safety Policy
- SEND Policy
- Online Safety Policy
- Equal Opportunities Policy
- Anti-Bullying Policy
- Child Protection and Safeguarding Policy
- Records Management Policy
- Acceptable Terms of Use Agreement

2. **Roles and responsibilities**

The governing 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 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.

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 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 to be involved in consultations regarding the school's RSE and health education curriculum.
- Reviewing this policy on an annual basis.
- Reporting to the governing board on the effectiveness of this policy and the curriculum.

The PSHE co-ordinator 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 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.

The 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.

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 SENCO to identify and respond to individual needs of pupils with SEND. Liaising with the PSHE co - ordinator 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 PSHE co - ordinator or a member of the SLT.
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the DSL.
- Responding appropriately to pupils whose parents have requested to withdraw them from the non-statutory components of RSE, by providing them with alternative education opportunities.

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.

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, and in accordance with DfE recommendations.

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

- Questionnaires
- Meetings
- Letters
- 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 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 school 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 school 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 school and wider community, to ensure it is tailored to pupils' needs, e.g. if there was a local prevalence of specific sexually transmitted infections, our curriculum would be tailored to address this issue.

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.

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 with respect to raising children, including the characteristics of successful parenting.

Pupils will also know how to:

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

Respectful relationships, including friendships

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 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.

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.

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 FGM, and how these can affect current and future relationships.
- How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn – this includes online.

Intimate and sexual relationships, including sexual health

- 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 school 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.

SEE APPENDIX 1 Below

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.

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.

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.

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.

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.

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.

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

Basic first aid

By the end of secondary school, pupils will know:

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

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 school 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 (see program of study above).

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 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.

The school will integrate LGBTQ+ content into the RSE curriculum – this content will be taught as part of the overall curriculum, rather than a standalone topic or lesson. 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 school 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 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. 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 Online 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.

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 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.

9. Curriculum links

The school 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** – pupils learn about respect and difference, values and characteristics of individuals.

10. Working with parents

The school understands that parents' role in the development of their children's understanding about relationships and health is vital; therefore, we will work closely 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 will be provided with frequent opportunities to understand and ask questions about the school's approach to RSE and health education. Parents will be regularly consulted on the curriculum content, through meetings and letters, and the curriculum will be planned in conjunction with parents' views.

The school will remain aware 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 will submit these via email to info@princehenrys.co.uk or contact the school office to arrange a meeting with the headteacher on (01943) 463524.

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 school 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 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.

12. Withdrawal from lessons

The school will always recognise that parents have the right to have the right to request that their child is withdrawn from some or all of sex education delivered as part of statutory RSE. The school will uphold that 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 pupil, 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 kept securely in the school office 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 pupil turns 16. After this point, if the pupil wishes to receive RSE rather than be withdrawn, the school 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 will take the pupils' specific needs into account when making their decision.

13. 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 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 school 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 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 all pupils, 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 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 school's Harmful Sexual Behaviour 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 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.

15. Assessment

The school 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 school will capture progress in the following ways:

- Tests
- Written assignments
- Self-evaluations

16. Staff training

Training will be provided by the PSHE co - ordinator 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, e.g. "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.

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

17. Monitoring and review

The PSHE co - ordinator 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-evaluations
- Lesson observations
- Topic feedback forms
- Learning walks
- Work scrutiny
- Lesson planning scrutiny

The PSHE co - ordinator will create annual subject reports for the headteacher and governing board to report on the quality of the subjects. They will also work regularly and consistently

with the headteacher and RSE link governor, e.g. through monthly review meetings, to evaluate the effectiveness of the subjects and implement any changes.

This policy will be reviewed by the headteacher in conjunction with the PSHE co - ordinator on an annual basis.

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.

The next scheduled review date for this policy will be July 2022.

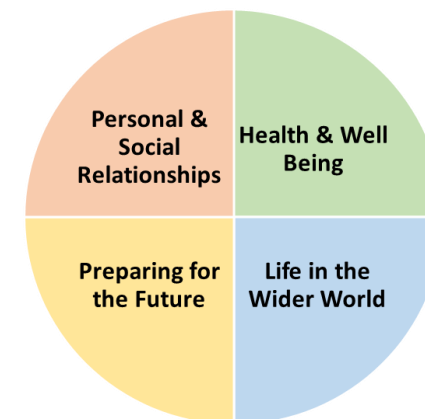
APPENDIX 1.

PHGS: From September 2020

PSHE and Citizenship Provision

For each year group, the following key areas will be covered across the academic year:

- Personal and social relationships
- Health and well-being
- Preparing for the future
- Life in the wider world



Each of the six calendared drop-down days will have one of these as an over-arching theme to ensure continuity and meaningful learning for our students; this allows them to engage with the material and draw links between their learning, which should well prepare them for synthesising new information in school, as well as in their lives beyond.

Each day will typically include a range of different sessions, including external speakers, taught lessons and practical workshops that allow students to approach each of the key themes from a range of different perspectives and learning styles.

With four key themes across each year, it also allows flexibility for additional themed sessions in each year group (in addition to Timanyane Day) to be adapted for the specific needs of the year in question. For example, to include an extra day on 'Personal and social relationships' for Year 7 gives the students and staff an extra opportunity to settle into a new school environment.

Students will have a designated PSHE and Citizenship exercise book (a folder for current KS4 students), kept by their tutors, where all relevant work will be completed; this will include all six drop-down days, connected tutor sessions and some other activities/speakers/assemblies. While this will stay in school, there may be opportunities at Parents' Evenings or other face-to-face meetings for parents to see this, as requested. Staff are also receiving a number of professional development opportunities to enable them to offer confident and high quality education across the PSHE and Citizenship curriculum.

Year 7			
PSHE Day	Theme	Day Topic	Key learning
Day 1 [B]	Personal & Social Relationships	Transition to Secondary School	Exploring new personal and social relationships that Year 7 students are likely to be making in their early days of secondary school, including forming positive relationships, understanding expectations, and looking to the future.

Day 2 [B]	Health & Well Being	Healthy Lives	Focusing on staying both physically and mentally well, during a period of significant change in young people's lives, including conversations on puberty, mental health, developing healthy habits and awareness of personal safety.
Day 3 [A]	Life in the Wider World	Diversity & Justice	Identifying and evaluating core values in young people's lives to ensure everyone can co-exist fairly and equally within society; sessions will explore prejudice and discrimination, action and charity groups, human rights and diversity.
Day 4 [A]	Preparing for the Future	Developing Skills & Aspirations	Working on developing students' personal goals and academic targets , with identification of needs and wants, skills and attributes , early career aspirations and positive, productive study skills.
Day 5 [B]	Personal & Social Relationships	Moving Friendships Forward	Revisiting some of the personal and social aspects of life as a Year 7 introduced in September, focusing on reflections on the first year, student self-worth, maintaining positive and healthy relationships with peers , including identifying and avoiding bullying.

Year 8			
<i>PSHE Day</i>	<i>Theme</i>	<i>Day Topic</i>	<i>Key learning</i>
Day 1 [B]	Health & Well Being	Ways of Coping	Exploring ways of coping with some of the common challenges in young people's lives, including alcohol consumption, sleep habits, body image and online stress.
Day 2 [B]	Life in the Wider World	Digital Literacy	Examining the realities of living in a digital age and the importance of being technologically literate; sessions will explore online safety, including age restrictions and accessibility, social media use, news and media outlets, and financial security online.
Day 3 [A]	Preparing for the Future	Employment & Earnings	Investigating the employment market from the perspective of under 16s, with part-time work and volunteering as a minor; students will also revisit their relevant skills and attributes , explore pocket money, budgeting, and possible careers research.

Day 4 [A]	Personal & Social Relationships	Building Identity & Relationships	Exploring young people's personal identities and relationships, with session content including healthy behaviour and expectations within romantic relationships, gender identity and sexual orientation, peer pressure, and the dangers of explicit texts and images.
Day 5 [B]	Life in the Wider World	Exploring our Experiences	Discovering the realities of students' own and alternative lived experiences, encouraging insight and empathy for different sense (visual/hearing impairment), cultural, socio-economic and other life experiences.

Year 9			
<i>PSHE Day</i>	<i>Theme</i>	<i>Day Topic</i>	<i>Key learning</i>
Day 1 [B]	Health & Well Being	Choices & Influences	Examining the choices and influences of young people that may impact their physical and mental wellbeing; sessions will explore role models, gang culture, carrying weapons, types of behaviour and the implications of drugs and alcohol.
Day 2 [B]	Personal & Social Relationships	Intimate Relationships	Exploring the realities of intimate relationships, particularly focusing on the importance of consent, making sense of relationships, contraception, unplanned pregnancy and the portrayal of sex in the media.
Day 3 [A]	Preparing for the Future	Preparing for GCSEs & Beyond	Focusing on students' forthcoming GCSE/KS4 options choices, there will be the opportunity to select and attend taster sessions in various subjects, as well as time for goal setting, study skills and future pathways discussions.
Day 4 [A]	Life in the Wider World	Employability & Managing Money	Revisiting the employment market and student awareness of budgeting and financial management; sessions cover spending and personality types, getting value for money, bank accounts and transactions, positive personal image and considering the world of work.
Day 5 [B]	Health & Well Being	Healthy Mind, Healthy Body	Identifying and engaging with how to keep a balance of good physical and mental health, including exploration of mental health stigma, assessing support and treatment, healthy eating, relationships with exercise and work-life balance.

Year 10			
PSHE Day	Theme	Day Topic & Sessions	Key learning
Day 1 [B]	Preparing for the Future	Being Financially Informed	Recognising and evaluating different financial concepts and choices, including managing debt, employment income, taxation, financial risk and security and the impact of spending and advertising .
Day 2 [B]	Personal & Social Relationships	21st Century Relationship Realities	Exploring and revisiting the realities of romantic and sexual relationships for young people today; sessions will include societal concepts of sex and gender, consent, coercion and exploitation, conducting relationships online, pornography and choices surrounding asexuality, abstinence and celibacy .
Day 3 [A]	Health & Well Being	Fostering Independence	Encouraging students to take an active and independent role in their own well-being and health decisions, by revisiting choices on drugs and alcohol , as well as sexual health , in addition to introducing self-examination, health risks and vaccinations, cosmetic alterations and blood, organ and stem cell donation .
Day 4 [A]	Life in the Wider World	Addressing extremism	Examining life in an increasingly globalised and politicised world, including addressing extremism and radicalisation, understanding the political spectrum, voting and democracy , and challenging inequality and discrimination .
Day 5 [B]	Preparing for the Future	Life Online & Digital Resilience	Considering the way that young people's lives have been shaped and influenced by the living in the internet age; sessions will explore social media addiction, personal and professional reputation, assessing bias, reliability and accuracy, self-worth and resilience .

Year 11			
PSHE Day	Theme	Day Topic & Sessions	Key learning
Day 1 [B]	Life in the Wider World	Families & the Future	Considering some of the personal and family realities young people may face both now and in the future, specifically exploring experiences surrounding family diversity, marriage pregnancy, fertility, baby loss and parenthood .
Day 2 [B]	Preparing for the Future	Post-16 Pathways	Focusing on students' imminent post-16 pathways choices, there will be the opportunity to select and attend taster sessions in various Sixth Form subjects, as well as time for SMART goal setting, study skills and college and apprenticeships pathways .
Day 3 [A]	Personal & Social Relationships	Communicating your Needs	Identifying and evaluating the need for communication in various types of relationships, warning signs of unhealthy relationships including abuse, discussion of personal space and living at home , as well as other needs as a young adult .

Day 4 [A]	Health & Well Being	Managing Life in Exam Season	Exploring the challenges of life during exam season; sessions focusing on managing stress, revision strategies, benefits of healthy eating and exercise, work-life balance and opportunities for subject specific revision workshops.
Day 5 [B]	STUDY LEAVE/ GCSE REVISION		

NB: This document will be periodically updated as sessions and speakers are added or altered. Please refer back as required.

PSHE & Citizenship Day 6: TIMANYANE DAY

This day will take a unique format and will be detailed on a separate document; it encourages our students to get to know each other and the world around them as local, national and global citizens, with a range of exciting opportunities and activities.