

**WREAKE  
VALLEY**



**ACADEMY**

## **Wreake Valley Academy**

# **RSE and Health Education Policy**

<b>Date of last review</b>	Oct 2021
<b>Date approved by Local Advisory Board</b>	Nov 2021
<b>Date of next review</b>	Summer Term 2023

Signed on behalf of the Governing Body

Chair of Governors/Chair of Committee

# Wreake Valley Academy

Reviewed October 2021



## RSE and Health Education Policy

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## **Statement of intent**

At Wreake Valley Academy & Bradgate Sixth Form, 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. Legal framework

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

- Equality Act 2010
- DfE (2018) 'Keeping children safe in education'
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2015) 'National curriculum in England: science programmes of study'
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Children and Social Work Act 2017

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

- Behavioural Policy
- Inclusion Policy
- SEND Policy
- E-safety Policy
- Equal Opportunities Policy
- Anti-Bullying Policy
- Child Protection and Safeguarding Policy
- Acceptable Use Policy

## 2. Roles and responsibilities

2.1. 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.

2.2. Nicola Morland, Head of School 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.
- Liaising with the Headteacher to review all requests to withdraw pupils from non-statutory elements of the RSE and health education curriculum.
- Discussing withdrawal requests with parents, and the child if appropriate, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum, including the benefits of receiving the education.
- Ensuring withdrawn pupils receive appropriate, purposeful education during the period of withdrawal.
- Encouraging parents to be involved in consultations regarding the school's RSE and health education curriculum.
- Reviewing this policy on an annual basis.
- Reporting to the governing board on the effectiveness of this policy and the curriculum.

2.3. The RSE lead, Daniel Robinson and Healthy Schools Coordinator, Matt Grace and Post 16 Assistant Head Katie Johnson are responsible for:

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

- Monitoring and evaluating the effectiveness of the subjects and providing reports to the Deputy Head.

2.4. Subject teachers are responsible for:

- Acting in accordance with, and promoting, this policy
- Delivering RSE and health education in a sensitive way and that is of a high-quality and appropriate for each year group.
- Ensuring they do not express personal views or beliefs when delivering the curriculum.
- Planning lessons effectively, ensuring a range of appropriate teaching methods and resources are used to cover the content.
- Modelling positive attitudes to RSE and health education.
- Liaising with the SENDCO, Jeanette Knowles, about identifying and responding to the individual needs of pupils with SEND.
- Liaising with the RSE and Healthy Schools Coordinators, Daniel Robinson and Matt Grace about key topics, resources and support for individual pupils.
- Monitoring pupil progress in RSE and health education.
- Reporting any concerns regarding the teaching of RSE or health education to the RSE and Healthy Schools Coordinators 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, Nicola Morland.
- Responding appropriately to pupils whose parents have requested to withdraw them from the non-statutory components of RSE, by providing them with alternative education opportunities.

### **3. Organisation of the RSE and health education curriculum**

- 3.1. The RSE and health education curriculum will be developed in consultation with teachers, pupils and parents, and in accordance with DfE recommendations.
- 3.2. The majority of the RSE and health education curriculum will be delivered through PD/ACE lessons, Science and PE lessons, as well as whole school assemblies.
- 3.3. The RSE and Healthy Schools Coordinators and Post 16 Assistant Head will work closely with their colleagues in related curriculum areas to ensure the curriculum complements and does not duplicate the content covered in national curriculum subjects.

- 3.4. The curriculum has been developed in line with the DfE's 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' guidance.
- 3.5. The school will consider the context and views of the wider local community when developing the curriculum to ensure it is reflective of issues in the local area.
- 3.6. The school will consider the religious background of all pupils when planning teaching, to ensure all topics included are appropriately handled.
- 3.7. The RSE and health education curriculum is informed by topical issues in the school and wider community, to ensure it is tailored to pupils' needs, for example, if there was a local prevalence of specific sexually transmitted infections, our curriculum would be tailored to address this issue.

## 4. RSE subject overview

- 4.1. 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

- 4.2. By the end of secondary school, pupils will know:
  - That there are different types of committed, stable relationships.
  - How these relationships might contribute to human happiness and their importance for bringing up children.
  - What marriage is, including their legal status, e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.
  - Why marriage is an important relationship choice for many couples and why it must be freely entered into.
  - The characteristics and legal status of other types of long-term relationships.
  - The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting.
- 4.3. Pupils will also know how to:
  - Determine whether other children, adults or sources of information are trustworthy.
  - Judge when a family, friend, intimate or other relationship is unsafe, and recognise this in others' relationships.

- How to seek help or advice if needed, including reporting concerns about others.

### **Respectful relationships, including friendships**

4.4. By the end of secondary school, pupils will know:

- The characteristics of positive and healthy friendships in all contexts (including online), including trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationships.
- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- How stereotypes, particularly those based on sex, gender, race, religion, sexual orientation or disability, can cause damage, e.g. how they might normalise non-consensual behaviour.
- That in school and wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.
- About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to seek help.
- The types of behaviour in relationships that can be criminal, including violent behaviour and coercive control.
- What constitutes sexual harassment and violence and why these are always unacceptable.
- The legal rights and responsibilities regarding equality, with reference to the protected characteristics defined in the Equality Act 2010, and that everyone is unique and equal.

### **Online and media**

4.5. 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**

4.6. By the end of secondary school, pupils will know:

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

### **Intimate and sexual relationships, including sexual health**

4.7. 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

5.1. An overview of the RSE PD programme is attached in Appendix A

## 6. Health education subject overview

6.1. The physical health and mental wellbeing curriculum will continue to develop pupils' knowledge on the topics taught at a primary level, in addition to the content outlined in this section.

### **Mental wellbeing**

6.2. By the end of secondary school, pupils will know:

- How to talk about their emotions accurately and sensitively, using appropriate vocabulary.
- That happiness is linked to being connected to others.
- How to recognise the early signs of mental wellbeing concerns.
- Common types of mental ill health, e.g. anxiety and depression.
- How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.
- The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.

### **Internet safety and harms**

6.3. By the end of secondary school, pupils will know:

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

### **Physical health and fitness**

6.4. By the end of secondary school, pupils will know:

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

### **Healthy eating**

6.5. 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**

6.6. By the end of secondary school, pupils will know:

- The facts about legal and illegal drugs and their associated risks, including the link between drug use and serious mental health conditions.
- The law relating to the supply and possession of illegal substances.
- The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.
- The physical and psychological consequences of addiction, including alcohol dependency.
- Awareness of the dangers of drugs which are prescribed but still present serious health risks.
- The facts about the harms from smoking tobacco, the benefits of quitting and how to access the support to do so.

**Health and prevention**

6.7. By the end of secondary school, pupils will know:

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

6.8. By the end of secondary school, pupils will know:

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

**Changing adolescent body**

6.9. By the end of secondary school, pupils will know:

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

**Social wellbeing**

6.10. By the end of secondary school, pupils will know:

- How to talk with a variety of people, both adults, peers and members of the community
- How to interact with different social groups
- How to recognise the early signs of social wellbeing concerns e.g isolation.
- The meaning of social isolation and how it impacts on people's lives.
- The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on social wellbeing and happiness.
- How to understand empathy.

- How to be able to understand the importance of community and the role we play in our own communities
- How to know the advantages and disadvantages of social media
- How to use social media in a safe and sensible manner.

## 7. Health education programmes of study

7.1. An overview of the RSE PD programme is attached in Appendix A

## 8. Delivery of the curriculum

- 8.1. The majority of the RSE and health education curriculum will be delivered through the PD Programme.
- 8.2. Through effective organisation and delivery of the subject, we will ensure that:
  - Core knowledge is sectioned into units of a manageable size.
  - The required content is communicated to pupils clearly, in a carefully sequenced 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.
- 8.3. RSE and health education complement several national curriculum subjects. Where appropriate, the school will look for opportunities to make links between the subjects and integrate teaching.
- 8.4. The RSE and health education curriculum will be delivered by appropriately trained members of staff.
- 8.5. The curriculum will proactively address issues in a timely way in line with current evidence on pupil's physical, emotional and sexual development.
- 8.6. RSE and health education will be delivered in a non-judgemental, age-appropriate, factual and inclusive way that allows pupils to ask questions in a safe environment.
- 8.7. Teaching of the curriculum reflects requirements set out in law, particularly in the Equality Act 2010, so that pupils understand what the law does and does not allow, and the wider legal implications of the decisions they make.
- 8.8. The school will integrate LGBTQ+ content into the RSE curriculum – this content will be taught as part of the overall curriculum, rather than a standalone topic or lesson. LGBTQ+ content will be approached in a sensitive, age-appropriate and factual way that allows pupils to explore the features of stable and healthy same-sex relationships.

- 8.9. All teaching and resources are assessed by the RSE and Healthy Schools Coordinators 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.

## 9. Curriculum links

- 9.1. The school seeks opportunities to draw links between RSE and health education and other curriculum subjects wherever possible to enhance pupils' learning.
- 9.2. RSE and health education will be linked to the following subjects:
- **Citizenship** – pupils are provided with the knowledge, skills and understanding to help prepare them to play a full and active part in society, including an understanding of how laws are made and upheld and how to make sensible decisions.
  - **Science** – pupils are taught about the main external parts of the body and changes to the human body as it grows, including puberty.
  - **PD** – 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.
  - **RE** – pupils learn about respect and difference, values and characteristics of individuals.

## 10. Working with parents

- 10.1. The school understands that parents' role in the development of their children's understanding about relationships and health is vital.
- 10.2. The school will work closely with parents when planning and delivering the content of the school's RSE and health education curriculum.
- 10.3. When in consultation with parents, the school will provide:
- The curriculum content, including what will be taught and when.
  - Examples of the resources the school intends to use to deliver the curriculum.
  - Information about parents' right to withdraw their child from non-statutory elements of RSE and health education.
- 10.4. The school understands that the teaching of some aspects of the curriculum may be of concern to parents.

- 10.5 If parents have concerns regarding RSE and health education, they may submit these via email to [admin@wreake.bepschools.org](mailto:admin@wreake.bepschools.org)

## 11. Working with external agencies

- 11.1. Working with external agencies can enhance our delivery of RSE and health education, and brings in specialist knowledge and different ways of engaging pupils.
- 11.2. External experts may be invited to assist from time-to-time with the delivery of the RSE and health education curriculum but will be expected to comply with the provisions of this policy.
- 11.3. The school will check the visitor/visiting organisation's credentials of all external agencies.

## 12. Withdrawal from lessons

- 12.1 Parents have the right to request that their child is withdrawn from some or all of sex education delivered as part of statutory RSE.
- 12.2 Parents **do not** have a right to withdraw their child from the relationships or health elements of the programmes.
- 12.3 Requests to withdraw a child from sex education will be made in writing to the headteacher.

## 13. Assessment

- 13.1. The school has the same high expectations of the quality of pupils' work in RSE and health education as for other curriculum areas.
- 13.2. Lessons are planned to provide suitable challenge to pupils of all abilities.
- 13.3. Assessments are used to identify where pupils need extra support or intervention.

## 14. Staff training

- 14.1. Training will be provided by the RSE and Healthy Schools Coordinators and Post 16 AP to the relevant members of staff on a termly basis as required to ensure they are up-to-date with the RSE and health education curriculum.
- 14.2. Training will also be scheduled around any updated guidance on the curriculum and any new developments, such as "sexting", which may need to be addressed in relation to the curriculum.

## 15. Monitoring quality

- 15.1. The RSE and Healthy Schools Coordinators and Assistant Head for Post 16 are responsible for monitoring the quality of teaching and learning for the subject.

## **16. Monitoring and review**

- 16.1. This policy will be reviewed by the Head of School, Nicola Morland in conjunction with the the RSE and Healthy Schools Coordinators and Assistant Head for Post 16 on an annual basis.
- 16.2. Any changes needed to the policy, including changes to the programmes, will be implemented by the Head of School.
- 16.3. Any changes to the policy will be clearly communicated to all members of staff and, where necessary, parents and pupils, involved in the RSE and health education curriculum.
- 16.4. The next scheduled review date for this policy is Autumn 2023.



### Key stage 3 Curriculum Content

Year 7	Year 8	Year 9
<p>What do we mean by a healthy lifestyle?            How to recognise and deal with anxiety and stress / Healthy choices on managing stress            Puberty – what happens when and why?            Exercise and rest (sleep)            Menstrual health / personal hygiene            My identity and my influences            Peer pressure / assertiveness in relationships            My online identity and consequences of what I say and do online            What is a healthy relationship? (Consent) / Maintaining genuine friendships            What are the different types of family and different types of relationship?            Equality (Prejudice, stereotypes, Discrimination / Tackling learning disability / Racism)            Careers            Character Development - Self awareness, self development, self confidence            Bullying            Online Safety            Character Development - Developing Resilience            What is the role of an MP / Key features of local and national government</p>	<p>Me and my health            Healthy choices on managing stress / How can mindfulness help our mental health?            Healthy choices on substances            Alcohol            Healthy choices on medicines and immunisation            What is consent and why is it so important we learn about it? / Healthy relationships including romantic relationship            Safe sex – sexting and image share danger            Safe sex – contraception and pregnancy            Domestic conflict / Conflict at home            Is commitment important in relationships? / How do people show love and commitment (Forced Marriage)            Financial education e.g. Financial institutions / Avoiding debt            Financial education e.g. Positive and negatives of money / keeping track of spending / budgeting and saving / tax / income and expenditure            Financial education e.g. How are taxes spent            Prejudice, Discrimination, social justice, LGBT bullying, anti racism and anti religious, homophobia, disability prejudice            Careers (Short, medium, long term goals / self-management            Careers (Careers focus – communication, entrepreneurs, teamwork)            Financial education</p>	<p>How can we keep good mental health?/            Physical and mental wellbeing            How can we keep good mental health and recognise symptoms of depression            Healthy choices about my body – FGM            Life saving skills            Risky behaviour / risk and safety / Knife carrying            Safe sex – contraception and STIs and consequences of unprotected sex            Self esteem / Body image and eating disorders            Consent within relationships / sex and the law / Healthy relationships            Safe sex – dangers of pornography            Domestic conflict / abusive relationships            Child exploitation (county lines) / Child sexual exploitation            Peer pressure / Assertiveness and saying no            LGBT / relationship types            Equality (Equality Act, Discrimination, Human Rights)            Careers (Employability and Workplace skills)            Character development – Developing Resilience            Character development – Behaving to achieve / self-discipline            Character development – Interpersonal skills</p>

## **Keystage 4 Curriculum Content**

My health MOT / Extraordinary minds

Social media and self esteem / Online stress and FOMO

Healthy choices on substances

Alcohol

Being Health Aware (Cancer Awareness including self examination

Relationship abuse / Consent / Healthy relationships

Safe sex – sexting and image share danger / Revenge porn

Forced marriage / abusive relationships

LGBT / relationship types / Why is it important to learn about sex, gender and trans identity

Loss, bereavement, grief / Relationship break ups

Safe sex – contraception and pregnancy

Careers 1 (What are employers looking for / The right Career for me / rights and responsibilities in the workplace)

Careers 2 (Applying to college/uni / preparing for job interview)

Equality (Equality Act, hidden disabilities, multicultural society, challenging inequality, hate crime, community cohesion, sexism and gender prejudice, International womens day, racism, human rights)

Extremism

Bullying

County Lines

Parliament and government – who does what / Legislation – the law making process

Happiness and Positivity / Anxiety and Stress

Risky behaviour / positive choices (Alison Cope)

Safe sex – Contraception/STI

Life saving skills

Managing sexual pressure including consent / Relationships and the law / Healthy relationships

LGBT / Relationship types

Equality / Bullying (Anti-bullying week)

Financial education

## **Key Stage 5 Curriculum Content**

The Post 16 curriculum is structure to provide sessions on Student Health which include workshops and activities in these areas:

- Sexual health (contraception, pregnancy, consent, STIs, sexting, gender and sexuality)
- Relationships (healthy relationships, online safety)
- Mind (well-being, managing stress and anxiety, sleep, digital 'overload')
- Body (taking care of yourself, smoking, drinking, body image)
- Fuel (balanced diet)
- Fitness (Putting 'Fitness First' and setting fitness challenges)

These sessions are also reinforced by focus weeks at keypoints in the academic year.

We also provide the following:

- First Aid Course offered to all students to complete
- Fire Brigade (road safety- use of mobile phones, impact and effect of alcohol etc, peer pressure etc).