



**Cleethorpes Academy**

# **RELATIONSHIPS EDUCATION, RELATIONSHIP AND SEX EDUCATION AND HEALTH EDUCATION POLICY (RSHE)**

<b>Date reviewed:</b>	<b>September 2020</b>	
<b>Approved by:</b>	<b>Board</b>	<b>June 2021</b>
<b>Next review due by:</b>	<b>September 2021</b>	

**TFA**

Please note that the DfE’s ‘Relationships Education, Relationships and Sex Education, and Health Education in England’ and The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 will be statutory from 1 September 2020.

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## **Statement of Intent**

At Cleethorpes Academy, we understand the importance of relationship and sex education and health education in equipping young people with the knowledge and skills to make responsible and well-informed decisions in their lives. The teaching of relationship and sex education and health education can help us 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 based and age appropriate teaching of these subjects.

The policy has been approved following consultation with relevant Curriculum Leaders (Science, Religious Studies, ICT/Computing, and PE) as well as students, parents, governors and staff involved in teaching Sex and Relationships.

A copy of this policy is available on the Academy's website.

## **Purpose from DfE – Relationships Education, RSE and Health Education Statutory Guidance – 2019**

“1. To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support. 2. High quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils for the opportunities, responsibilities and experiences of adult life. They can also enable schools to promote the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society.”

## **Principles and Values**

At Cleethorpes Academy we believe that RSHE should:

- be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life;
- be an entitlement for all young people;
- encourage every student to contribute to make our community and aims to support each individual as they grow and learn;
- be set within the wider school context and support family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. nuclear family. It includes a variety of types of family structure, and acceptance of different approaches;
- encourage students and teachers to share and respect each other's views. We are aware of different approaches to sexual orientation, without promotion of any particular family structure. The important values are love, respect and care for each other;
- generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment;
- recognise that parents are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents and students, consulting them about the content of programmes.

## 1. Legal Framework

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

- Equality Act 2010
- DfE (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

## 2. Roles and Responsibilities

2.1. The Board of Trustees is responsible for this policy and 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

2.2. This policy operates in conjunction with the following Academy policies: Behaviour Policy, Inclusion Policy, SEN Policy, Social Media Policy, Equal Opportunities Policy, Anti-Bullying Policy, SMSC Policy, Drugs Education Policy.

2.3 The Principal is responsible for:

- The overall implementation of this policy;
- Ensuring all staff are suitably trained to deliver the subjects;
- Ensuring parents are fully informed of this policy;
- Reviewing all requests to withdraw pupils from non-statutory elements of the RSHE;
- 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 Academy's RSHE curriculum;
- Reviewing this policy on an annual basis;
- Reporting to the Board of Trustees/Local Governing Body on the effectiveness of this policy and the curriculum.

2.4 The curriculum lead for this programme of study is responsible for:

- Overseeing the delivery of RSHE;
- Working closely with colleagues in related curriculum areas to ensure the RSHE curriculum complements, 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 RSHE curriculum and advising on their implementation;
- Monitoring the learning and teaching of RSHE as part of the careers and personal development curriculum, 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 RSHE;
- 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 stakeholders.

2.5 Subject teachers are responsible for:

- Acting in accordance with, and promoting, this policy;
- Delivering RSHE 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 RSHE;
- Liaising with the SENCO about identifying and responding to the individual needs of pupils with SEND;
- Liaising with the careers and personal development curriculum leader about key topics, resources and support for individual pupils;
- Monitoring pupil progress in RSHE;
- Reporting any concerns regarding the teaching of RSHE education to the curriculum leader of careers and personal development, 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 Designated Safeguarding Lead;
- Responding appropriately to pupils whose parents have requested to withdraw them from the non-statutory components of RSHE, by providing them with alternative education opportunities.

### **3. Organisation of the RSHE Curriculum**

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

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

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

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

3.5 The majority of the RSHE curriculum will be delivered in careers and personal development lessons, unless it is covered as part of the statutory science curriculum.

3.6. The Curriculum Leader of careers and personal development will work closely with colleagues in related curriculum areas to ensure the curriculum complements and does not duplicate the content covered in national curriculum subjects.

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

3.8. The Academy 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.

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

3.10. The RSHE curriculum is informed by topical issues in the Academy and wider community, to ensure it is tailored to pupils’ needs, for example, if there was a local prevalence of teenage pregnancies or specific sexually transmitted infections, our curriculum would be tailored to address this issue.

### **4. Relationships and Sex Education (as Part of RSHE ) Subject Overview**

4.1. RSHE 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 the 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, eg how they might normalise non-consensual behaviour;
- That in the Academy 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, eg 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. RSHE Programmes of Study**

5.1. The Academy is free to 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.



**\*\* Please note that this years' programme of study is part of the recovery curriculum as pupils didn't have the opportunity to study some of the topics due to the COVID-19 pandemic. Sensitive topics were not suitable to be taught via remote learning, during the lockdown period\*\***

5.2 - **Year 7.** Physical and emotional changes during puberty, menstruation, wet dreams, personal hygiene, Female Genital Mutilation (FGM) and breast ironing/flattening, reproduction and sexual intercourse, pregnancy and birth. Developing and maintaining healthy friendships. Recognising toxic and unhealthy relationships. Cyberbullying. Different families.

5.3 - **Year 8.** Physical and emotional changes during puberty, menstruation, wet dreams, personal hygiene, Female Genital Mutilation (FGM) and breast ironing/flattening. Safer online relationships, online grooming including sexting. Consent. Media and body image. Viewing harmful content. Cyberbullying. Romantic relationships.

5.4 - **Year 9.** Anatomy of the reproductive system, FGM, sexual intercourse, condoms, contraception, STI. Consent and trust in a relationship. Recognising healthy and unhealthy relationships. Intimate relationships. Sexting - when nudes get shared. Online sexual harassment. Pornography.

5.5 - **Year 10.** Anatomy of the reproductive system, FGM, consent, sexual intercourse, condoms, contraception, STI, pornography, choices around pregnancy including abortion, successful parenting. Marriage, co habitation and civil partnerships. Honour-based violence and forced marriage. Domestic violence. Healthy and unhealthy relationships.

5.6 - **Year 11.** Re-cap on contraception and STI. Consent and sexual abuse and assault. Reproductive health including self-examination of breasts and testicles. Abusive and coercive relationships.

## **6. Health Education (as Part of RSHE) 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, eg 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;
- [This should be taught to pupils in the later years of late secondary school, e.g. at KS4] 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

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.

## **7. Health Education Programmes of Study**

7.1. The Academy is free to determine an age-appropriate, developmental curriculum which meets the needs of young people and includes the statutory content outlined in section 6 of this policy.

7.2 - **Year 7.** Healthy lifestyles including eating a balanced diet and taking exercise. Managing the changes that take place during puberty. Mental wellbeing.

7.3 - **Year 8.** Managing the changes that take place during puberty. Importance of sleep. Some elements of first aid including CPR. Identify positive and negative emotions and how to achieve good mental wellbeing. Signs and symptoms of anxiety and how to manage it. Where to go for help. Dangers of drug misuse including the effects of alcohol and smoking. Associated laws. Safer online relationships.

7.4 - **Year 9.** Identify positive and negative emotions and how to achieve good mental wellbeing. Signs and symptoms of anxiety and how to manage it. Where to go for help. Dangers of drug misuse including the effects of alcohol, smoking, vaping and use of recreational drugs. Associated laws. Grooming and exploitation. Re-cap on healthy and unhealthy relationships.

7.5 - **Year 10.** Identify positive and negative emotions and know how to achieve good mental wellbeing. Signs and symptoms of anxiety and how to manage it. Where to go for help. Signs and symptoms of depression. Issues with addiction including gambling and the effects. Body image.

7.6 - **Year 11.** Identify positive and negative emotions and know how to achieve good mental wellbeing. Signs and symptoms of anxiety and how to manage it. Where to go for help. How to manage stress. Dangers of binge drinking alcohol. Associated laws. Reproductive health and the benefits of self-examination of the breasts and testicles.

## **8. Delivery of the Curriculum**

8.1. The majority of the RSHE curriculum will be delivered through the careers and personal development curriculum.

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

- Core knowledge is sectioned into units of a manageable size;
- The required content is communicated to pupils clearly, in a carefully sequenced 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. RSHE education complements several national curriculum subjects. Where appropriate, the Academy will look for opportunities to make links between the subjects and integrate teaching.

8.4. The RSHE 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. RSHE 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 Academy will integrate LGBTQ+ content into the RSHE curriculum – this content will be taught as part of the overall curriculum, rather than a standalone topic or lesson, and will be included in lessons. 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 Curriculum leader of careers and personal development 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.

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

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

8.12. 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 these are outlined in the Academy's Social Media Policy.

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

8.14. 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.

8.15. The curriculum will be designed to focus on boys as much as girls and activities will be planned to ensure both are actively involved, matching their different learning styles.

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

8.17. Teachers will ensure lesson plans focus on challenging perceived views of pupils based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.

8.18. In teaching the curriculum, teachers will be aware that pupils may raise topics such as self-harm and suicide. When talking about these topics in lessons, teachers will be aware of the risks of encouraging these behaviours and will avoid any resources or material that appear as instructive rather than preventative.

8.19. 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.

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

## **9. Curriculum Links**

9.1. The Academy seeks opportunities to draw links between RSHE and other curriculum subjects wherever possible to enhance pupils' learning. RSHE will be linked to the following subjects:

- Careers and personal development – 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. Pupils learn about respect and difference, values and characteristics of individuals;
- Science – pupils are taught about the main external parts of the body and changes in the body as it grows. This includes puberty. They will study the Menstrual Cycle and Fertility, Contraception and how it works, IVF. Organ Donation is also covered. Smoking and the effects of alcohol on the body are covered;
- 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.

## **10. Working with Parents**

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

10.2. The Academy will work closely with parents when planning and delivering the content of its RSHE curriculum by allowing them to view the policy and curriculum contents.

10.3. When in consultation with parents, the Academy will provide:

- An outline of the topics to be covered in each year group;
- Information about parents' right to withdraw their child from non-statutory elements of RSE and health education.

10.4. Parents are encouraged as with all aspects of their child's schooling to ask questions about the Academy's approach to RSHE.

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

10.6. If parents have concerns regarding RSHE and health education, they may submit these via email to [enquiries@cleethorpesacademy.co.uk](mailto:enquiries@cleethorpesacademy.co.uk) , or contact the Academy office to arrange a meeting with the curriculum leader of Careers and Personal Development on 01472 582310.

## **11. Withdrawal from Lessons**

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

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

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

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

11.5. The Principal will inform parents of the benefits of their child receiving RSHE and any detrimental effects that withdrawal might have.

11.6. All discussions with parents will be documented. These records will be kept securely.

11.7. Following discussions with parents, the Academy will respect the parents' request to withdraw their child up to and until three terms before the child turns 16. After this point, if the child wishes to receive RSHE rather than be withdrawn, the Academy will make arrangements to provide the child with RSHE.

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

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

## **12. Equality and Accessibility**

12.1. 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

12.2. 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.

12.3. The Academy understands that pupils with SEND are entitled to learn about RSE and health education, and the curriculum will be designed to be inclusive of all pupils.

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

12.5. 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.

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

12.7. 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 tackled promptly.

12.8. The Academy will make clear that sexual violence and sexual harassment are not acceptable and will not be tolerated. Any reports of sexual violence or sexual harassment will be handled in accordance with the DfE's 'Keeping Children Safe in Education' Statutory Guidance.

## **13. Safeguarding and Confidentiality**

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

13.2. Confidentiality within the classroom is an important component of RSHE, and teachers are expected to respect the confidentiality of their pupils as far as is possible, in compliance with the DfE's 'Keeping Children Safe in Education' Statutory Guidance.

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

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

## **14. Assessment**

14.1. The Academy has the same high expectations of the quality of pupils' work in RSHE as for other curriculum areas.

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

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

14.4. There are no formal examinations for RSHE; however, to assess pupil outcomes, the Academy will capture progress in the following ways: written assessments, self-evaluation, quizzes and tests as appropriate.

## **15. Staff Training**

15.1. Training will be provided by the curriculum leader of careers and personal development to the relevant members of staff on an as required to ensure they are up-to-date with the RSE and health education curriculum.

15.2. 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.

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

## **16. Monitoring Quality**

16.1. The curriculum leader of careers and personal development is responsible for monitoring the quality of teaching and learning for the subject.



16.2. The curriculum leader of careers and personal development will conduct subject assessments throughout the academic year, which will include a mixture of the following:

- Self-evaluations
- Lesson observations
- Topic feedback forms
- Learning walks
- Work scrutiny

16.3. The curriculum leader of careers and personal development will create annual subject reports for the Principal and Governors to report on the quality of the subjects.

16.4. The curriculum leader of careers and personal development will work regularly and consistently with the SLT Line Manager who will report back to the Principal. The Link Governor will be kept updated.

## **17. Monitoring and Review**

17.1. This policy will be reviewed on an annual basis.

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

17.3. Any changes to the policy will be clearly communicated to all members of staff and, where necessary, parents and pupils, involved in the RSHE curriculum.