



De La Salle School

RSE AND HEALTH EDUCATION POLICY

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The DfE guidance defines RSE as “lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage and family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health”. It is about the development of the pupil’s knowledge and understanding of her or him as a sexual being, about what it means to be fully human, called to live in right relationships with self and others and being enabled to make moral decisions in conscience. The DfE identifies three main elements: “attitudes and values, personal and social skills, and knowledge and understanding”.

1. Rationale and Mission

1.1 Rationale

‘I have come that you may have life, and have it to the full’ – John 10:10

At De La Salle School, we understand the importance of educating students about sex, relationships and their health, for them to make responsible and well-informed decisions in their lives.

We have an obligation to provide students 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 students.

De La Salle School is a Catholic School and therefore our teaching of RSE is underpinned by our Catholic ethos whilst also understanding the context which our young people live in. Following the guidance of the Bishops of England and Wales and as advocated by the DFE, RSE will be firmly embedded in our PD framework as it is concerned with nurturing human wholeness and integral to the physical, spiritual, emotional, moral, social and intellectual development of students.

All RSE at De La Salle will be in accordance with the Church’s moral teaching. It will emphasise the central importance of marriage and the family whilst acknowledging that all students have a fundamental right to have their life respected whatever household they come from and support will be provided to help students deal with different sets of values.

At the heart of the Christian life is the Trinity; Father, Son and Spirit in communion, united in loving relationship and embracing all people and all creation. As a consequence of the Christian belief that we are made in the image and likeness of God, gender and sexuality are seen as God’s gift, reflect God’s beauty, and share in the divine creativity. RSE, therefore, will be placed firmly within the context of relationship as it is there that sexuality grows and develops.

Ultimately, we promote the Church’s teaching that each human person has unique dignity and has been made in the image and likeness of God.

1.2 Mission

Our Mission Statement commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) and is focused on ‘those children entrusted to our care’. We believe that RSE is an integral part of this education. Furthermore, our school aims state that we will endeavour to raise students’ self-esteem, help them to grow in knowledge and understanding, recognise the value of all persons and develop caring and sensitive attitudes.

It is in this context that we commit ourselves, in partnership with parents, to provide children and young people with a “positive and prudent sexual education” which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person.

Objectives

To develop the following attitudes and virtues:

- reverence for the gift of human sexuality and fertility;

- respect for the dignity of every human being – in their own person and in the person of others;
- joy in the goodness of the created world and their own bodily natures;
- responsibility for their own actions and a recognition of the impact of these on others;
- recognising and valuing their own sexual identity and that of others;
- celebrating the gift of life-long, self-giving love;
- recognising the importance of marriage and family life;
- fidelity in relationships.

To develop the following personal and social skills:

- making sound judgements and good choices which have integrity and which are respectful of the individual's commitments;
- loving and being loved, and the ability to form friendships and loving, stable relationships free from exploitation, abuse and bullying;
- managing emotions within relationships, and when relationships break down, with confidence, sensitivity and dignity;
- managing conflict positively, recognising the value of difference;
- cultivating humility, mercy and compassion, learning to forgive and be forgiven;
- developing self-esteem and confidence, demonstrating self-respect and empathy for others;
- building resilience and the ability to resist unwanted pressures, recognising the influence and impact of the media, internet and peer groups and so developing the ability to assess pressures and respond appropriately;
- being patient, delaying gratification and learning to recognise the appropriate stages in the development of relationships, and how to love chastely;
- assessing risks and managing behaviours in order to minimise the risk to health and personal integrity.

To know and understand:

- the Church's teaching on relationships and the nature and meaning of sexual love;
- the Church's teaching on marriage and the importance of marriage and family life;
- the centrality and importance of virtue in guiding human living and loving;
- the physical and psychological changes that accompany puberty;
- the facts about human reproduction, how love is expressed sexually and how sexual love plays an essential and sacred role in procreation;
- how to manage fertility in a way which is compatible with their stage of life, their own values and commitments, including an understanding of the difference between natural family planning and artificial contraception;
- how to keep themselves safe from sexually transmitted infections and how to avoid unintended pregnancy, including where to go for advice.

2. Legal framework

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

- Equality Act 2010
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Children and Social Work Act 2017
- DfE (2021) 'Keeping children safe in education 2021'
- 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'
- The Marriage and Civil Partnership (Minimum Age) Act 2022

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

- Behaviour Policy
- SEND Policy
- Equality Information and Objectives Policy
- Anti-Bullying Policy
- Child Protection, Prevent and Safeguarding Policy
- Data Protection Policy
- Records Retention Policy

3 Roles and responsibilities

3.1 The governing body is responsible for:

- Ensuring all students 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 students 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.
- Maintaining and developing the religious ethos of the school.
- Creating and keeping up-to-date a separate written statement of this policy and ensuring the statement is published on the school's website and provided free of charge to anyone who requests it.

3.2 The Headteacher is responsible for:

- The overall implementation of this policy and ensuring that RSE is taught in a way that upholds the Church's moral teaching.
- Ensuring all staff are suitably trained to deliver the subjects.
- Ensuring parent are fully informed of this policy.
- Reviewing all requests to withdraw students 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 students receive appropriate, purposeful education during the period of withdrawal.
- Encouraging parents to be involved in consultations regarding the school's RSE and health education curriculum.
- Reviewing this policy on an annual basis.
- Reporting to the governing body on the effectiveness of this policy and the curriculum.

3.3 The PSHCE Co-ordinator is responsible for:

- Overseeing the delivery of RSE and health education and ensuring that RSE is taught in a way that promotes our belief that we are all created in the image and likeness of God.

- 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 student performance.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the Headteacher.

3.4 PSHCE teachers are responsible for:

- Acting in accordance with, and promoting, this policy along with delivering content in a way that promotes our belief that we are all created in the image and likeness of God.
- Delivering RSE and health education in a sensitive way and that is of a high-quality and appropriate for each year group.
- Ensuring they do not express personal views or beliefs when delivering the curriculum.
- Planning lessons effectively, ensuring a range of appropriate teaching methods and resources are used to cover the content.
- Modelling positive attitudes to RSE and health education.
- Liaising with the SENCO about identifying and responding to the individual needs of students with SEND.
- Liaising with the PSHCE Co-ordinator about key topics, resources and support for individual students.
- Monitoring student progress in RSE and health education.
- Reporting any concerns regarding the teaching of RSE or health education to the PSHCE Co-ordinator or a member of the SLT.
- Reporting any safeguarding concerns or disclosures that students may make as a result of the subject content to the DSL.
- Responding appropriately to students whose parents have requested to withdraw them from the non-statutory components of RSE, by providing them with alternative education opportunities.

3.5 The SENCO is responsible for:

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

4 Organisation of the RSE and health education curriculum

4.1 All schools providing secondary education are required to deliver statutory RSE and all state-funded schools are required to deliver health education. Being a faith school, we do this in

accordance with the Church's moral teaching and from the starting point that each of us are created in the image and likeness of God, and should be treated with respect and dignity.

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

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

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

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

- Questionnaires
- Meetings
- Letters
- Training sessions

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

4.7 The PSHCE 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.

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

4.9 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.

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

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

5 RSE subject overview

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

5.2 As a catholic school, all aspects of the curriculum will also be taught alongside the Catholic teachings where appropriate.

Families

5.3 By the end of secondary school, students 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.

5.4 Students 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

5.5 By the end of secondary school, students 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

5.6 By the end of secondary school, students 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

5.7 By the end of secondary school, students 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

5.8 By the end of secondary school, students 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.

6 Health education subject overview

6.1 The physical health and mental wellbeing curriculum will continue to develop students' 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, students 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, students 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, students 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, students 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, students 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, students 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. (Year 10 – Cancer prevention)
- 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, students will know:

- Basic treatments for common injuries. (Year 7 basic first aid)
- 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, students 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 Delivery of the curriculum

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

7.2 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 students clearly, in a carefully sequenced way, within a planned scheme of work.
- Teaching includes sufficient and well-chosen opportunities and contexts for students to embed new knowledge so that it can be used confidently in real-life situations.

7.3 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.

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

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

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

7.7 Teaching of the curriculum reflects requirements set out in law, particularly in the Equality Act 2010, so that students understand what the law does and does not allow, and the wider legal implications of the decisions they make.

7.8 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, and will be included in lessons or drop-down days where appropriate. LGBTQ+ content will be approached in a sensitive, age-appropriate and factual way that allows students to explore the features of stable and healthy same-sex relationships.

7.9 All teaching and resources are assessed by the PSHCE Co-ordinator to ensure they are appropriate for the age and maturity of students, are sensitive to their religious backgrounds and meet the needs of any SEND, if applicable.

- 7.10 Classes may be taught in gender-segregated groups dependent on the nature of the topic being delivered at the time, and the cultural background of students where it is only appropriate to discuss the body in single gender groups.
- 7.11 Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning.
- 7.12 Inappropriate images, videos, etc. will not be used, and resources will be selected with sensitivity given to the age and cultural background of students.
- 7.13 Students will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning.
- 7.14 Teachers will establish what is appropriate for one-to-one and whole-class settings, and alter their teaching of the programmes accordingly.
- 7.15 Teachers will ensure that students' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively and honestly.
- 7.16 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.
- 7.17 Teachers will focus heavily on the importance of marriage and healthy relationships when teaching RSE, though sensitivity will always be given as to not stigmatise students on the basis of their home circumstances.
- 7.18 Teachers will ensure lesson plans focus on challenging perceived views of students based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.
- 7.19 In teaching the curriculum, teachers will be aware that students 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.
- 7.20 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.
- 7.21 The procedures for assessing student progress are outlined in section 14 of this policy.

8 Curriculum links

- 8.1 The school seeks opportunities to draw links between RSE and health education and other curriculum subjects wherever possible to enhance students' learning.
- 8.2 RSE and health education will be linked to the following subjects:
- Citizenship – students 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 – students are taught about the main internal and external parts of the body and changes to the human body as it grows, including puberty.
 - ICT and computing – students are taught about how they can keep themselves safe online and the different risks that they may face online as they get older.
 - PE – students 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.

- PSHCE – students learn about respect and difference, values and characteristics of individuals.
- RE – students gain an appreciation that they are a creation of God and should make personal decisions with this in mind. They also learn about the importance of marriage, the family unit.

9 Working with parents

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

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

9.3 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.

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

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

9.6 If parents have concerns regarding RSE and health education, they may submit these via email to delasalle@delasalleschool.org.uk or contact the school office to arrange a meeting with the Headteacher on 01744 20511.

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

10 Working with external agencies

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

10.2 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.

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

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

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

10.6 The school will request copies of the materials and lesson plans the visitor will use, to ensure it meets the full range of students' needs.

10.7 The school and the visitor will agree on how confidentiality will work in any lesson and that the visitor understands how safeguarding reports must be dealt with in line with the school's Child Protection, Prevent and Safeguarding Policy.

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

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 RSE.
- 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 Headteacher.
- 11.4 Before granting a withdrawal request, the Headteacher will discuss the request with the parents and, as appropriate, the child, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum.
- 11.5 The Headteacher will inform parents of the benefits of their child receiving RSE and any detrimental effects that withdrawal might have.
- 11.6 All discussions with parents will be documented. These records will be kept securely in the school office in line with the school's Records Retention Policy.
- 11.7 Following discussions with parents, the school will respect the parents' request to withdraw their child up to and until three terms before the child turns 16. After this point, if the child wishes to receive RSE rather than be withdrawn, the school will make arrangements to provide the child with RSE.
- 11.8 Students who are withdrawn from RSE will receive appropriate, purposeful education during the full period of withdrawal.
- 11.9 For requests concerning the withdrawal of a student with SEND, the Headteacher may take the students' specific needs into account when making their decision.

12 Equality and accessibility

Derogatory and discriminatory language

- 12.1 We are committed to equality and inclusion for all members of our school community:
- We will not tolerate derogatory or discriminatory language or behaviour in our school. We will not tolerate students using racist, homophobic, sexist or otherwise hurtful language.
 - We know that young people may speak with their peers using language that is derogatory. This often happens in social settings and whilst online. We will not dismiss this as 'banter', 'what young people do', 'part of growing up' or 'having a laugh'.
 - Through our assembly and PSHCE curriculum, we have made it clear that the use of such language is completely unacceptable, whether online or not.

Equality

- 12.2 The school will comply with the relevant requirements of the Equality Act 2010 and will ensure the curriculum does not discriminate against students because of their:
- Age
 - Sex
 - Race
 - Disability
 - Religion or belief
 - Gender reassignment

- Pregnancy or maternity
- Marriage or civil partnership
- Sexual orientation

- 12.3 The school will consider the backgrounds, gender, age range and needs of its students and determine whether it is necessary to put in place additional support for students with the above protected characteristics.
- 12.4 The school will take steps to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, and provide an environment which challenges perceived limits on students based on their gender or any other characteristic.
- 12.5 The school will be actively aware of everyday issues such as sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture within which these are not tolerated. Any occurrences of such issues will be identified and tackled promptly.
- 12.6 The school will make clear that sexual violence and sexual harassment are not acceptable and will not be tolerated. Any reports of sexual violence or sexual harassment will be handled in accordance with the school's Anti Bullying, Harassment and Hate Incidents Policy.

Accessibility

- 12.7 The school understands that students with SEND are entitled to learn about RSE and health education, and the curriculum will be designed to be inclusive of all students.
- 12.8 The school is aware that some students 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 students with SEND.
- 12.9 Where there is a need to tailor content and teaching to meet the needs of students at different developmental stages, the school will ensure the teaching remains sensitive, age-appropriate, developmentally appropriate and is delivered with reference to the law.

13 Safeguarding and confidentiality

- 13.1 All students 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 RSE and health education, and teachers are expected to respect the confidentiality of their students as far as is possible, in compliance with the school's Data Protection Policy.
- 13.3 Teachers will, however, understand that some aspects of RSE may lead to a student 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.
- 13.4 Students 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 school has the same high expectations of the quality of students' work in RSE and health education as for other curriculum areas.
- 14.2 Lessons are planned to provide suitable challenge to students of all abilities.

- 14.3 Assessments are used to identify where students need extra support or intervention.
- 14.4 There are no formal examinations for RSE and health education; however, to assess student outcomes, the school will capture progress in the following ways:
- Assessments
 - Self-evaluations
 - Student voice

15 Staff training

- 15.1 Training will be provided by the PSHCE Co-ordinator to the relevant members of staff 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 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.
- 15.4 Appropriately trained staff will be able to give students 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 PSHCE Co-ordinator is responsible for monitoring the quality of teaching and learning for the subject.
- 16.2 The PSHCE Co-ordinator will conduct appropriate assessments during the course of the year, which will include a mixture of the following:
- Self-evaluations
 - Topic feedback forms
 - Learning walks
- 16.3 The PSHCE Co-ordinator will create annual subject reports for the Headteacher and Governing Board to report on the quality of the subjects.
- 16.4 The PSHCE Co-ordinator will work regularly and consistently with the SLT lead and link governor, e.g. through fortnightly review meetings, to evaluate the effectiveness of the subjects and implement any changes.

17 Monitoring and review

- 17.1 This policy will be reviewed by the Headteacher in conjunction with the PSHCE Co-ordinator and SLT lead on an annual basis.
- 17.2 Any changes needed to the policy, including changes to the programmes, will be implemented by the Headteacher.
- 17.3 Any changes to the policy will be clearly communicated to all members of staff and, where necessary, parents and students, involved in the RSE and health education curriculum.

Appendix 1: RSE and Health Education Subject Overviews

RE RSE Learning Journey 2022-23

Year 7	Autumn Lasallian Principals Marriage Annunciation	Spring Diversity at the time of Jesus Social groups	Summer Joys and challenges of life Vocation Priesthood Marriage (Hinduism)
Year 8	Autumn Adam and Eve Abraham and Isaac Ten Commandments Brit Milah Mitzvah Day Bar Mitzvah	Spring Human rights Equality Catholic Social Teachings Sacrifice	Summer Stereotypes Misjudging others Homelessness Discrimination
Year 9	Autumn Respect for Life Value of life Transplant surgery IVF Genetic Engineering Designer babies Bullying Conflict in families War	Spring Morality Need for laws Capital punishment Drugs and the law Issues caused by drugs and alcohol Vocation Priesthood Marriage Families	Summer Types of suffering Role of the Hospice – Dignity Martyrs
Year 10	Autumn The nature of humanity The Incarnation Covenant with Abraham Sanctity of life Moral Principals and the Mitzvot	Spring Marriage Sexual relationships Family planning Divorce, annulment, and remarriage Equality of men and women in the family Gender prejudice and discrimination Ordination CST Catholic mission and Evangelisation	Summer Ritual and ceremony Artwork in Catholicism
Year 11	Autumn The Problem of Evil and Suffering. Catholic responses to the problem of Evil and Suffering. Artwork in Catholicism	Spring Interpretation of the Bible The Magisterium Mary as a model of the Church Sources of personal and ethical decision making	Summer

*Subject to change based on new sets.

PSHCE RHSE Learning Journey 2022-23

Year 7	Autumn	Spring	Summer
	Managing Friendships Sleep and Relaxation Basic First aid and lifesaving skills – CPR and defibrillation Gender Stereotypes and Equality in the work place	Identity, rights and responsibility Living in a diverse society Prejudice and discrimination Cyberbullying Racism Exploring Relationships What is Love? Self-worth Romance and Friendships Relationship boundaries Sexual harassment	Health and puberty Healthy routines including dental routines Influences on health FGM Unwanted contact

Year 8	Autumn	Spring	Summer
	Caffeine and energy drinks Addiction and dependency Prescription drugs Drug facts and the law Peer pressure and alcohol Gender Stereotypes and Equality in the workplace	Self-Worth Gender discrimination Homophobia Racism Analyse positive and stable friendship Gender identity and sexual orientation Forming new relationships and Consent Sexting Contraception Sexual harassment	Online grooming Child exploitation Staying Safe online Age restrictions Online gaming Mental health Body Image Coping strategies

Year 9	Autumn	Spring	Summer
	Healthy and Unhealthy relationships Influences Peer influence and substance use Recognise passive aggressive and assertive behaviour Knife crime Legal and health risks associated with drug and alcohol Online relationships and images Online images Equality Social media effects Disability, Discrimination and Ableism	Setting goals Conflict and preventing homelessness Conflict and it's causes Running away Resolution Separation, divorce and rights	Consequences of intimacy and readiness Developing healthy relationships Exploitation and consent Sexual harassment STI's Sexualisation and the media Attitudes to pornography Stress exercise and sleep Diet Healthy Eating Body image Lifestyle choices First aid

Year 10	Autumn	Spring	Summer
	Gangs Impact of drugs and personal safety How drugs and alcohol affect decision making Exit strategies and help and support Targeted Adverts Gambling and the risks Cybercrime Financial risk Fraud	Family Types Parenthood Fertility Change loss and bereavement Escaping a forced marriage Relationship values and sex Sex expectations Sexual harassment Pornography Rape Opportunities and risk of forming relationships online Self-image Exploitation and consent	Maintaining positive mental health Mental wellbeing Ill health

Year 11	Autumn	Spring	Summer
	Time management and Technology Managing the judgement of others Stress management Online reputation	First aid and emergencies CPR Shock Chocking Lifestyle choices Healthy behaviours Self-Examination Immunisations and Vaccinations Blood organ and stem cell donation Gender Identity and Sexual orientation Respect, love and relationships Sexual harassment Lifestyle choices	Online Presence Employability

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Year 7	Transition and safety Transition to secondary school and personal safety in and outside school, including first aid and the use of defibrillators.	Developing skills and Aspirations Careers, teamwork and enterprise skills, and raising Aspirations.	Diversity Diversity, prejudice, and bullying.	Building relationships Self-worth, romance and friendships (including online) and relationship boundaries and an understanding of what is meant by sexual harassment .	Financial decision making Saving, borrowing, budgeting and making financial choices.	Health and puberty Healthy routines including dental routines, influences on health, puberty, unwanted contact, and FGM.
Year 8	Drugs and alcohol Alcohol and drug misuse and pressures relating to drug use.	Community and careers Equality of opportunity in careers and life choices, and different types and patterns of work.	Discrimination Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia.	Identity and relationships Gender identity, sexual orientation, consent, 'sexting', sexual harassment and an introduction to contraception.	Digital literacy Online safety, digital literacy, media reliability, and gambling hooks.	Emotional wellbeing Mental health and emotional wellbeing, including body image and coping strategies.
Year 9	Peer influence, substance use and gangs Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation.	Addressing extremism and radicalisation Communities, belonging and challenging extremism.	Setting goals Learning strengths, career options and goal setting as part of the GCSE options process.	Respectful relationships Families and parenting, healthy relationships, conflict resolution, and relationship changes.	Intimate relationships Relationships and sex education including consent, sexual harassment, contraception, the risks of STIs, and attitudes to pornography.	Healthy lifestyle Diet, exercise, lifestyle balance and healthy choices, and first aid.
Year 10	Exploring influence The influence and impact of drugs, gangs, role models and the media.	Financial decision making The impact of financial decisions, debt, gambling and the impact of advertising on financial choices.	Families Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships.	Healthy relationships Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media, sexual harassment, pornography and rape.	Computing Skills The Inspiring Digital Enterprise Award, (iDEA) a programme that develops digital, enterprise and employability skills.	Mental health Mental health and ill health, stigma, safeguarding health, including during periods of transition or change.
Year 11	Next steps Application processes, and skills for further education, employment and career progression.	Building for the future Self-efficacy, stress management, and future opportunities.	Independence Responsible health choices, and safety in independent contexts including a refresh on first aid and defibrillation.	Communication in relationships Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse and sexual harassment.	Employability skills Employability and online presence.	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Health and Wellbeing</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Relationships</div> <div style="border: 1px solid black; padding: 5px;">Living in the wider world</div>

Science RSE Learning Journey 2022-23

Year 7	Autumn Specialised cells Organ systems Reproductive systems Puberty Menstrual cycle Fertilisation IVF Pregnancy Maternal lifestyle	Spring	Summer
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Year 8	Autumn	Spring	Summer Sexual/asexual reproduction
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Year 9	Autumn	Spring	Summer
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Year 10	Autumn	Spring	Summer
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Year 11	Autumn Inheritance, variation and evolution	Spring	Summer
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*Subject to change based on new sets.

Computing RSE Learning Journey 2022-23

Year 7	Autumn - Cyber bullying -Social media – Do you know who you are talking to?	Spring	Summer
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Year 8	Autumn	Spring -Social media – Age restrictions -Cyberbullying -Grooming -Sexting	Summer
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Year 9	Autumn	Spring -Understanding who has access to your data -Social engineering -Script kiddies	Summer
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Year 10	Autumn	Spring	Summer
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Year 11	Autumn	Spring	Summer
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