

Southlands School

Secondary School RSE and Health Education Policy

Updated Oct 2021

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. Schools are encouraged to adopt the new curriculum from September 2019 but are not obliged to do so. Schools that adopt the new curriculum early will still need to meet the requirements outlined in the current 'Sex and Relationship Education Guidance' until the new guidance comes into effect.

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○ **Statement of intent**

At Southlands school, we understand the importance of educating pupils about sex, relationships and their health, for them to make responsible and well-informed decisions in their lives.

The teaching of RSE and health education can help to prepare pupils for the opportunities, responsibilities and experiences of adult life. It allows us to promote the spiritual, moral, social, cultural, mental and physical development of pupils at school and in the wider society.

We have an obligation to provide pupils with high-quality, evidence and age-appropriate teaching of these subjects. This policy outlines how the school's RSE and health education curriculum will be organised and delivered, to ensure it meets the needs of all pupils.

1. 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 (2021) '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
- Social, Emotional and Mental Health (SEMH) Policy
- Acceptable Terms of Use Agreement

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.
- Ensuring that teaching is delivered in ways that are accessible to all pupils with SEND.
- Providing clear information to parents on the subject content and the right to request that their child is withdrawn.

- Ensuring RSE and health education is resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.

2.2. The headteacher is responsible for:

- The overall implementation of this policy.
- Ensuring all staff are suitably trained to deliver the subjects.
- Ensuring parent are fully informed of this policy.
- Reviewing all requests to withdraw pupils from non-statutory elements of the RSE and health education curriculum.
- Discussing withdrawal requests with parents, and the 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 and health lead is responsible for:

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

2.4. Teachers and school nurses 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 RSE and health lead 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 health education lead or a member of the SLT.
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the DSL.
- Responding appropriately to pupils whose parents have requested to withdraw them from the non-statutory components of RSE, by providing them with alternative education opportunities.

2.5. The DSL is responsible for:

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

3. Organisation of the RSE and health education curriculum

3.1. All schools providing secondary education are required to deliver statutory RSE 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. We will gather the views of teachers, pupils and parents in the following ways:

- Questionnaires
- Meetings
- Letters
- Training sessions

Southlands Schools deliver RSE and health education as part of their PSHE curriculum. In line with Southlands Schools, The Melrose Centre delivers RSE and health education as part of their PSHE curriculum.

With key staff delivering specific areas throughout students time at Southlands. School nurse Yr 7 and 8, Yr 9 students are split in accordance with ability and sex. Yr 11 specific RSE lessons one hour per week and 30 min PSHE sessions. Yr10 within PSHE lessons. The Melrose Centre students are taught lessons via their Colour Groups (Yellow, Red, Purple and Blue). The Melrose Centre can change the groupings to Year Groups etc to deliver key RSE themes that are age-appropriate and relate to their current developmental stage. Themes and topics are tailored to meet the wide range of needs of the students. Lessons can be reactive to reflect and engage with themes and events in society (society at large or the small community of the Melrose Centre) that can impact RSE and Health Education.

The majority of the RSE and health education curriculum will be delivered through PSHE education, with statutory elements taught via the science curriculum. The majority of the RSE and Health Education curriculum at Melrose will be delivered through PSHE and life skills lesson (Yellow Group), with statutory elements taught via the science curriculum, further information about internet safety via ICT lessons, Healthy eating via Food Technology and Physical Health Fitness via PE.

3.6. The RSE and health lead 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.

3.7. 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 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.

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

- 3.10. 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. The school 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.

5.2. Year 7:

Friends - What makes a good friend?

Emotional literacy

how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.

(Feelings and thoughts folder)

Restorative justice - What is it? Why do we do it? How to do it? - 1 week

how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.

Green eyed monster - understand feelings about being jealous

Respecting differences - begin to know that we must respect everyone

Bullying policy - Look at and discuss child friendly bullying policy focus on types of.

Puberty, growing up, body changes, hygiene. School nurse to deliver (depending in current Covid restrictions)

key facts about puberty and the changing adolescent body, including physical and emotional changes.

Menstrual wellbeing including the key facts about the menstrual cycle.

CSE - how are children lured into dangerous relationships and what do these look like?

<https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/> Underwear rule, I saw your willy video, Panda pants video . Discuss display at front of school. Internet safety and Pants rule folder

Belonging to a group - the importance and benefits

5.3. Year 8:

Keeping good friends and avoiding toxic ones.

Family relationships- the different types and why we don't always get along.

What is anger and the effects on the body?

How do we keep safe and have positive relationships on and off line.

<https://www.outofyourhands.com/online-safety/staying-safe-online/> 2 weeks

(need to use site to develop lessons)

6. CEOP: Jigsaw- for 8-10 year olds put into You tube

Peer Pressure- discuss child on child abuse policy. Strategies to support

Why do sexism, gender prejudice and stereotypes still exist?

Puberty, growing up, body changes, hygiene. School nurse to deliver (depending on current Covid

restrictions)

key facts about puberty and the changing adolescent body, including physical and emotional changes.
Menstrual wellbeing including the key facts about the menstrual cycle.

Bullying policy - Look at and discuss child friendly bullying policy focus on types of.

What are domestic and abusive relationships? Healthy and unhealthy relationships?

Good news day - kindness and generosity and respect. Link to tolerance and British Values and positive relationships.

5.4 Year 9:

Bullying or banter. Why do people bully others and how can we stop it? Discuss all types
School child friendly bullying policy.

Treasured memories - understand feelings about death

What is cyber bullying. Why do people bullying online?

How do we keep safe and have positive relationships on and off line. On line grooming. Alright Charlie resource

Programme over approx 6 weeks boys and girls split. (AGR with girls) (2 boys groups)

What is puberty?

What changes happen? Thoughts and feelings

Differences between boys and girls?

What is safe sex?

What is contraception?

Types of relationships? LGBT+

What is sexuality?

What is consent?

What are domestic and abusive relationships? Healthy and unhealthy relationships?

Can we respect and celebrate British values and the religion and culture of our choice?

5.5 Year 10:

- Consequences Assembly for 11 16 year olds CEOP - you tube. Discussion based lesson.

Internet safety - online grooming and why we must be careful.

Domestic conflict - why do people run away from home and why is this dangerous?

6 **Bullying** Joe's Story - you tube - Look at and discuss school child friendly bullying policy.

Love and relationships - falling in love and feeling new feelings

Who are LGBT + community and what would they like us to know?

What is my personal identity and why is diversity important?

What is peer pressure - why is it so powerful and how can we overcome this?

How can we prevent radicalisation and recognise the signs of extremism?

Where does extremism come from?

How do religious extremists attract converts?

What are domestic and abusive relationships? Healthy and unhealthy relationships?

Relationship breakups - why may they happen? How do we deal with them.

Body image and the media part 1 - boys

Body image and the media part 2 girls

Body image and the media - does the media contribute to eating disorders?

5.6 Year 11:

Types of relationships and sexuality

Same sex relationships - what this means and understanding tolerance for everyone.

Gender and Trans Identity - what this means and understanding tolerance.

What are forced and arranged marriages and what we need to know?

FGM - What is this and why is it so dangerous?

What are domestic violence and abusive relationships?

Healthy and unhealthy relationships.- role models

- BSCB E Safety Sub Group - Sexting Secondary Version - What is sexting and why it is so risky to send personal images

Risk Taking

- Tagged - You tube video dangers of online

- Harrassment and stalking - what are these things and what does the law say about them?

- Parenting, the different types and styles and looking after a child.

<https://www.youtube.com/watch?v=WsBYHI-rZOE> Kayleighs love story - CSE how are children lured into dangerous relationships

What is consent and why is it important we know about it?

What is 'Good Sex'?

How do we have safe sex and use different forms of contraception?

How do we keep good sexual health and avoid STI's

What is porn? What are the affects/ misconceptions that are created?

Revenge porn - What is it and how we can prevent ourselves becoming victims?

Why is it essential we know about consent, rape and sexual abuse.

What is Chem sex and what do we mean when we talk about safe sex?

Gambling and online Gaming - the affects and strategies to deal with any concerns.

How can we celebrate diversity and our identities?

RSE areas of study at the Melrose

5.7 Red/Yellow:

- Friends – What makes a good friend, what makes a toxic one
- Emotional literacy
- Jealousy
- Anger
- Bullying and cyberbullying
- Family relationships
- Puberty, growing up, body changes
- Differences between boys and girls
- Love and relationships
- Personal Hygiene.
- Dangerous or inappropriate relationships (online offline)
- Sense of Belonging
- peer pressure
- Sexism, gender prejudice and stereotypes
- All types of relationships including LGBTQ+
- Gender
- Domestic and abusive relationships
- Understanding Death
- Good news day
- British Values - personal identity and choice

5.8 Purple:

- Friends – What makes a good friend, what makes a toxic one
- Emotional literacy
- Jealousy
- Anger
- Bullying or banter
- Cyberbullying

- Family relationships
- Puberty, growing up, body changes
- Dangerous or inappropriate relationships (online offline)
- Sexism, gender prejudice and stereotypes
- body image
- Differences between boys and girls
- Love and relationships
- Safe sex
- Contraception
- All types of relationships including LGBTQ+
- Gender
- Consent
- Domestic and abusive relationships
- Understanding Death
- Good news day
- British Values - personal identity

5.9 Blue:

- Bullying or banter
- Cyberbullying
- Extremism and prevent
- Puberty, growing up, body changes
- Dangerous or inappropriate relationships (online offline)
- Domestic conflict
- Peer pressure
- Body image
- Sexism, gender prejudice and stereotypes
- Differences between boys and girls
- Love and relationships
- Safe sex
- Contraception
- Porn and revenge porn
- All types of relationships including LGBTQ+
- Gender
- Consent
- Domestic and abusive relationships
- Understanding Death
- Good news day
- British Values - personal identity

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. Year 11 Science
- 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 school 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

Firework safety
How can I keep healthy? Food groups, diet and nutrition. ...to recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet
Mental health wheel. What do you need to do to be happy. that mental wellbeing is a normal part of daily life, in the same way as physical health
Dental hygiene - dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. Include types of teeth and roles. Sun safety - how to stay safe in the sun Personal hygiene - germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. Emergency - Understand what may happen in an emergency.

7.3 Year 8:

How can I keep healthy? Food groups, diet and nutrition. Eating responsibly - Food labels and health hazards.
The dangers of cigarettes.
Internet safety - the dangers of excessive screen time.
What is mindfulness? How can this aid positive mental health?
Human Rights - What does this mean to us? Consider other countries.
Why do we need sleep and how does sleep deprivation affect us?

7.4 Year 9:

What are drugs? Why are they dangerous? (Class A,B,C) 2 wk Healthy living - exercise and keeping active 2 wk Not eating healthy - What are the consequences? 1 wk
Sterotyping, discrimination and prejudice. Disability focus link with racism
Personal hygiene - 3wks (scheme of work will need to be amended to 3 wks not 4)

<ul style="list-style-type: none"> • BSCB E-Safety Sub Group - Sexting Primary Version -1 wk
https://www.youtube.com/watch?v=OgOzSPCaHnU - internet safety. With discussion - 1 week Preventing spreading infection 1 wk

7.5 Year 10:

<p>Why do teenage parents have it so tough? How can we avoid teenage pregnancy?</p> <p>What is vaping and is this as bad as smoking?</p> <p>Why do people take illegal drugs and what does the law say about drug use?</p>
<p>Why do people become selfie obsessed and the consequences this can have?</p> <p>Why can't some people access education?</p>
<p>How to keep safe and positive relationships online</p> <p>https://www.youtube.com/watch?v=pnTYFeZNLkQ - Emma's story</p> <p>https://www.youtube.com/watch?v=59kk-DIq6vY- Davids story</p> <p>https://www.youtube.com/watch?v=qORv-TgI4JI- - Exploited</p>
<p>Cancer awareness</p> <p>Can tattoos and piercings be dangerous?</p>
<p>What is binge drinking, what are the risks and why do people still do it?</p>
<p>How can we take steps to live more sustainably? - carbon footprint.</p>

7.6 Year 11:

<p>What is the big deal about energy drinks?</p> <p>What are the short and long term affects of excess drinking alcohol?</p> <p>Acid attacks - why are these on the increase and what can we do if we witness one?</p>
<ul style="list-style-type: none"> • BSCB E-Safety Sub Group - Digital Footprint Secondary Version - Why is our digital footprint important? <p>Internet safety - The Dark Web</p>
<p>Responsible health choices - blood donation, stem cells, vaccinations.</p>
<p>What is self harm and why do people do this?</p>

Why do some people commit suicide?
Charity - decision making

Health Education areas of study at the Melrose

7.7 Red/Yellow:

- Firework safety
- Healthy Eating (Eatwell plate)
- Food Labels
- Mental Health
- Dental hygiene
- Personal hygiene
- Sun safety
- What to do in an emergency
- The dangers of cigarettes and alcohol
- Internet safety
- Mindfulness
- Sleep
- Healthy living – exercise
- Preventing spreading infection

7.8 Purple:

- Healthy Eating (Eatwell plate)
- Food Labels
- Consequences of not eating healthy
- Mental Health
- Dental hygiene
- Personal hygiene
- Sun safety
- The dangers of cigarettes, Alcohol and Drugs
- Internet safety
- Mindfulness
- Sleep
- Healthy living – exercise
- Preventing spreading infection
- Human Rights

7.9 Blue:

- Mental Health
- Responsible health choices – blood donation, stem cells, vaccinations.
- The dangers of cigarettes (and vaping), Alcohol (binge drinking) and Drugs - The law
- Energy drinks
- Internet safety
- The Dark Web
- Teenage pregnancy
- Body image
- Self harm
- Cancer awareness

- Tattoos and piercings are the dangerous
- Healthy living – exercise
- Preventing spreading infection

8 Delivery of The Curriculum

8.1 The majority of the RSE and health education curriculum will be delivered through the PSHE 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 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.

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

8.8 All teaching and resources are assessed by the RSE and health education lead 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.

- 8.9 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 pupils where it is only appropriate to discuss the body in single gender groups.
- 8.10 Throughout every year group, appropriate diagrams, videos, books, games, 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 this are outlined in the school's E-safety Policy, and Acceptable Terms of Use Agreement.
- 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 RSE, 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 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.
- **ICT and computing** – pupils are taught about how they can keep themselves safe online and the different risks that they may face online as they get older.
- **PE** – pupils can develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sport and lead healthy, active lives.
- **PSHE** – pupils learn about respect and difference, values and characteristics of individuals.

10 Working with parents

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

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

10.6 If parents have concerns regarding RSE and health education, they may contact the school office to arrange a meeting with the headteacher on telephone number.

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

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.
- 11.4 The school will ensure the teaching delivered by the external experts fits with the planned curriculum and provisions of this policy.
- 11.5 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 pupils.
- 11.6 The school will request copies of the materials and lesson plans the visitor will use, to ensure it meets the full range of pupils' needs.
- 11.7 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 and Safeguarding Policy.
- 11.8 The school will use visitors to enhance teaching by an appropriate member of teaching staff, not to replace teaching by those staff.

12 Withdrawal from lessons

- 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 by completing section of letter.
- 12.4 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.
- 12.5 The headteacher will inform parents of the benefits of their child receiving RSE and any detrimental effects that withdrawal might have.
- 12.6 All discussions with parents will be documented. These records will be kept securely in the school office in line with the school's CPOMS system.
- 12.7 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.

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

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

13 Equality and accessibility

13.1 The school will comply with the relevant requirements of the Equality Act 2010 and will ensure the curriculum does not discriminate against pupils because of their:

- Age
- Sex
- Race
- Disability
- Religion or belief
- Gender reassignment
- Pregnancy or maternity
- Marriage or civil partnership
- Sexual orientation

13.2 The school will consider the backgrounds, gender, age range and needs of its pupils and determine whether it is necessary to put in place additional support for pupils with the above protected characteristics.

13.3 The school 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.

13.4 The school 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 DSL team and be more explicit and adapt their planning or work to appropriately deliver the curriculum to pupils with SEND.

13.5 Where there is a need to tailor content and teaching to meet the needs of pupils at different developmental stages, the school will ensure the teaching remains sensitive, age-appropriate, developmentally appropriate and is delivered with reference to the law.

13.6 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 pupils based on their gender or any other characteristic.

13.7The 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.

13.8The 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 procedures.

14 Safeguarding and confidentiality

14.1All pupils will be taught about keeping themselves safe, including online, as part of a broad and balanced curriculum.

14.2Confidentiality within the classroom is an important component of RSE and health education, and teachers are expected to respect the confidentiality of their pupils as far as is possible.

14.3Teachers will, however, understand that some aspects of RSE may lead to a pupil raising a safeguarding concern, e.g. disclosing that they are being abused, and that if a disclosure is made, the DSL will be alerted immediately.

14.4Pupils will be made aware of how to raise their concerns or make a report, and how their report will be handled – this includes the process for when they have a concern about a peer.

15 Assessment

15.1The school has the same high expectations of the quality of pupils' work in RSE and health education as for other curriculum areas.

15.2Lessons are planned to provide suitable challenge to pupils of all abilities.

15.3Assessments are used to identify where pupils need extra support or intervention.

15.4There are no formal examinations for RSE and health education; however, to assess pupil outcomes, the school will capture progress in the following ways:

- Self-evaluations
- Staff evaluation

16 Staff training

16.1Training will be provided by the RSE and health lead to the relevant members of staff on a when required to ensure they are up-to-date with the RSE and health education curriculum.

16.2Training 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.

16.3The 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.

16.4Appropriately trained staff will be able to give pupils information on where and how to obtain confidential advice, counselling and treatment, as well as guidance on emergency contraception and their effectiveness.

17 Monitoring quality

17.1The RSE and health lead is responsible for monitoring the quality of teaching and learning for the subject.

17.2The RSE and health lead will conduct subject assessments on a termly basis, which will include a mixture of the following:

- Self-evaluations
- Discussions with staff team
- Discussions with pupils
- DSL regular updates

17.3The RSE and health lead will create annual subject reports for the headteacher and governing board to report on the quality of the subjects.

17.4The RSE and health lead will work regularly and consistently with the headteacher and safeguarding governor and DDSL.

18 Monitoring and review

18.1This policy will be reviewed by the headteacher in conjunction with the RSE and health lead on an annual basis.

18.2Any changes needed to the policy, including changes to the programmes, will be implemented by the headteacher.

18.3Any 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.

18.4The next scheduled review date for this policy is April 2022.

Appendix 1 Letter to Parents Regarding RSE

Letter to Parents Regarding RSE and health education

RE: RSE and health education at Southlands School

Dear parent,

Government guidelines outline that, from the age of 11, it is compulsory for all schools to provide an RSE and health education curriculum.

At our school, we believe that it is important to provide our pupils with a thorough and balanced curriculum, including age-appropriate information about sex and relationships.

The details of what will be taught to the various year groups is detailed in the school's RSE and Health Education Policy, which can be accessed on our school website, or in hard copy via our school office.

Though schools must provide RSE and health education for pupils from the age of 11, up until the age of 19, only aspects of the science national curriculum are compulsory for pupils to learn. Therefore, as parents, you are entitled to request that your child be removed from sex education lessons up to and until three terms before they turn 16-years-old. After that point, if your child wishes to receive sex education, the school will make arrangements to provide them with sex education during one of those terms. Requests for withdrawal should be submitted in writing to myself.

If you have any concerns or queries about your child's participation in these lessons, please do not hesitate to contact either myself to discuss these.

Yours sincerely,

Samantha Hall

Health Coordinator

RSE and Health Policy Questionnaire. **RESULTS updated Oct 2021 with Melrose site.**

Could you please complete the following questions in order to have your feedback recorded – return to Miss S Hall

57 / 127 questionnaires completed

**Yr7 =13, Yr8 = 12, Yr9 =11, Yr10 = 9 Yr11 = 8 School staff = 3 Governor=1
7/30 from Melrose site**

1. I think RSE and health education is an important part of the school curriculum

- Strongly Agree 32 4
- Agree 23 3
- Neutral 2
- Disagree
- Strongly disagree

2. RSE and health topics taught in school can make a real difference to young people's lives.

- Strongly Agree 34 4
- Agree 21 3
- Neutral 2
- Disagree
- Strongly disagree

3. I feel happy to talk with my child about growing up, sex and relationships

- Strongly Agree 31 4
- Agree 21 3
- Neutral 1
- Disagree 1
- Strongly disagree

4. I understand and agree with the content of the PSHE/RSE policy

- Strongly Agree 31 4
- Agree 25 3
- Neutral 1
- Disagree
- Strongly disagree

5. I am aware of the topics that will be covered by RSE and health sessions at Southlands School.

- Strongly Agree 29 4
- Agree 26 3
- Neutral 2
- Disagree
- Strongly disagree

6. Are there any changes or additions that you think should be made to the RSE and health Policy or curriculum?

Students in particular girls must be informed sensibly and educated in the following areas of RSE – Self respect for their body and mind, understand what consensual sex means and the importance in this area. Rape to be informed and well educated in understanding support and guidance is always available for vulnerable victims.

– **These areas are addressed within the curriculum and no amending is required.**

More mental health wellbeing content and normalise/acceptance of mental health issues.

-Although the scheme may not directly state – mental health is addressed at various points during the curriculum this includes under bullying, cancer awareness, friendships, online safety and LGBT

I think reasonable adjustments should be made where these conversations are an uncomfortable subject matter to students, it would be fair to acknowledge that young people may be aware of the subject but cannot face this being discussed within the school setting.

At Southlands the scheme is devised to have progression about RSE subjects to begin to help each student to be comfortable with the subject. The teacher will ensure during any sessions that some students will need further support that they receive it and parents/carers are informed.

LGBT + issues should be taught before Year 11

At Southlands types of relationships are addressed from Year 7 and is built on during the students time at school. Although it is specifically mentioned in Year 11 on the scheme it is also discussed during other units which include – respecting others, bullying, families, love and relationships, internet safety and stereotyping.

7. Is there anything we're not covering that you think we need to address?

Some of the topics are potentially distressing. Teaching students how to cope with this and in general with upsetting and worrying information may be helpful along with helping them gain an insight into their own personal coping strategies. - All distressing topics are dealt with in a way that our students can understand and throughout their time at Southlands we support our students to be resilient. Some students may be removed from a specific topic and this will be after consultation with parent/carer

Students will be confused and curious in many areas regarding RSE. Ensuring confidentiality will help them ask any questions in private should they wish to. – Confidentiality is always addressed and students are fully aware they can speak to adults in confidence at any time and know who to go to for help.

8. As a parent/carer, do you feel like you need more information or guidance on specific topics? How would this information be best communicated? Please do get in contact with us should you wish to discuss anything further.

It would be good to have a hand out of each lesson to take home so I can discuss the topic and then can expand/ explain further. – Similar comments from 5 forms. A leaflet is handed out after each session in Yr 7 and 8. A breakdown of main topics covered is available on school website. If students are given a leaflet and they do not want to discuss with parents they do not give it to them. Parents are informed when specific lessons will start, however areas linked to RSE can come up in any lesson at any time in the school year.

Moving forward when parents/carers are informed I will also ensure they are directed to the website.

It would be good to know what areas are being covered each week so that I can discuss this with my child should he have any questions.

The areas can be emailed out to any parent who feels it would help. This will be put into the letter when informing parents/carers that the sessions will be taking place.

How will lessons missed from 2020 be covered? Year 8 students are having their lessons delivered from Oct 20 instead of Feb 21. Year 7 students will also be earlier. Year 9 students will also be brought forward. Year 10 – covered throughout PSHE curriculum and science unit will be delivered Jan 2021. Year 11 full recap curriculum throughout the year.

Student Name _____

RSE and Health Policy Consultation

Southlands School will be starting their consultation process on Monday 7th Sept 2020; the consultation will close on the Monday 28th Sept 2020.

Dear Parent/Carer

From September 2020, it is a statutory requirement that all schools in England and Wales are teaching Relationship and Sex and Health Education as a fundamental part of the curriculum. Due to Covid 19 the statutory requirement has been extended to Sept 2021.

As part of implementing the RSE and health curriculum, schools must consult with the children, parents, staff and governors to ensure there is a general consensus with approaches to the policy and the curriculum content.

As a school community, we are currently in unprecedented times which made it a little more challenging to consult with you prior to the students returning to school and therefore I decided to wait until school reopened fully before starting the process to ensure we also take our students' voice into consideration.

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education> if you require further guidance.

The policy can be found on the school website under draft RSE and Health Education Policy

<https://www.southlandsnt.org.uk/>

If you require a paper copy please contact myself on the school phone number.

In order to provide your feedback to this consultation, I would appreciate your completion of the following questionnaire:

Your views are very important to us and once we have considered all the feedback, the finalised policy will be uploaded to the school's website.

If you have any queries or concerns please do not hesitate to contact me.

Samantha Hall
Health Coordinator