



RSE and Health Education Policy

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Relationships, Sex and Health Education (RSHE)

Statement of intent

Colne Community School is committed to facilitating excellent teaching and learning through three simple rules: **Be Ready. Be Respectful. Be Safe.** These simple rules permeate across all aspects of our behaviour and academic curriculum and lie at the heart of our approach to the teaching and delivery of our Relationships, Sex and Health Education (RSHE) curriculum. RSHE is an integral part of the curriculum at Colne Community School and is specifically designed to educate our students about relationships, sex and health.

Our approach goes beyond providing biological information but also focuses on developing skills to understand, manage and maintain healthy, positive relationships. We aim to give students the knowledge to make appropriate and well-informed decisions. Through our teaching about respectful relationships, kindness and understanding, the value of acceptance of others is central, regardless of differences in belief, culture or race. We encompass the notion that 'mutual respect does not mean having to agree with someone'.

RSHE encourages students to consider their physical, moral and emotional development as they progress through different stages of their lives. It is about developing positive beliefs, values and attitudes and understanding the importance of healthy relationships (including friendships), gender issues, conception and birth processes, contraception, sexually transmitted infections, prejudice and stereotyping in a safe and secure environment.

Teachers will ensure that their personal beliefs and attitudes do not influence their teaching of RSHE. They will provide balanced, factual and unbiased information about relationships, reproduction and wider contexts including emotional, ethical, religious, and moral dimensions for a range of topics.

Through our curriculum delivery we encourage students and teachers to share and value each other's views. Teachers generate an atmosphere where questions and discussion on relationship and health matters can take place without any stigma or embarrassment, correcting any misinformation students may have gained. We are aware of different approaches to sexual orientation, without promotion of any particular family structure. **It is not about the promotion of sexual orientation or sexual activity.**

Our RSHE curriculum aims to equip young people with essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline. It involves acquiring information on what the law says in regards to relationships and sexual activity, and free speech whilst respecting the views of others.

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
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Children and Social Work Act 2017
- DfE (2024) 'Keeping children safe in education (2024)'
- 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'

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

- Behaviour for Learning Policy
- Special Educational Needs and Disability Policy (SEND) Policy
- Equality and Diversity Policy
- Anti-Bullying Policy
- Child Protection and Safeguarding Policy

2. Roles and responsibilities

2.1 The Local Governance Committee 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.

2.2 The Headteacher is responsible for:

- The overall implementation of this policy.
- Ensuring all staff are suitably trained to deliver the subjects.
- Ensuring parents are fully informed of this policy.
- Reviewing all requests to withdraw 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 local governance committee on the effectiveness of this policy and the curriculum.

2.3 The Assistant Headteacher and PSHE & RSE coordinators are responsible for:

- Overseeing the delivery of RSE and health education.
- Working closely with colleagues in related curriculum areas to ensure the RSE and health education curriculum compliments and does not duplicate the content covered in other curriculum subjects.
- Ensuring the curriculum is age-appropriate and of high quality.

- Reviewing changes to the RSE and health education curriculum and advising on their implementation.
- Monitoring the learning and teaching of RSE and health education, providing support to staff where necessary.
- Ensuring the continuity and progression between each year group.
- Helping to develop colleagues' expertise in the subject.
- Ensuring teachers are provided with adequate resources to support teaching of the curriculum.
- Ensuring the school meets its statutory requirements in relation to RSE and health education.
- Leading staff meetings and ensuring all members of staff involved in the curriculum have received the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring the correct standards are met for recording and assessing student performance.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the headteacher.

2.4 The DSL is responsible for:

- Offering advice and consultation for safeguarding-related subjects in the RSE and health education curriculum.
- Promoting knowledge and awareness of safeguarding issues amongst staff.
- Being an appropriate point of contact for staff who have concerns about the welfare of a student that have arisen through the teaching of RSE and health education.

2.5 Subject teachers are responsible for:

- Acting in accordance with, and promoting, this policy
- Delivering RSE and health education in a sensitive way and that is of a high-quality and appropriate for each year group.
- Ensuring they do not express personal views or beliefs when delivering the curriculum.
- Planning lessons effectively, ensuring a range of appropriate teaching methods and resources are used to cover the content.
- Modelling positive attitudes to RSE and health education.
- Liaising with the SENCO about identifying and responding to the individual needs of students with SEND.
- Liaising with the RSE subject lead and PSHE coordinator 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 RSE subject lead, PSHE coordinator, Assistant Headteacher 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.

2.6 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.

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 students 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 students 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, students and parents, and in accordance with DfE recommendations.
- 3.5 We will gather the views of teachers, students and parents in the following ways:
- Questionnaires
 - Meetings
 - Letters
 - Training sessions
- 3.6 The majority of the RSE and health education curriculum will be delivered through PSHE education, with some elements taught via the science curriculum.
- 3.7 The Assistant Headteacher and PSHE & RSE coordinators 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.
- 3.8 The school will ensure that the curriculum remains in line with the DfE's 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' guidance at all times.

3.9 The school will consider the context and views of the wider local community when developing the curriculum to ensure it is reflective of circumstances in the local area. The religious background of all students will also be considered 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 students' 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 students' knowledge on the topics taught at a primary level, in addition to the content outlined in this section.

4.2 Families

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.

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.
- Seek help or advice if needed, including reporting concerns about others.

4.3 Respectful relationships, including friendships

By the end of secondary school, students will know:

- About the characteristics of positive and healthy friendships in all contexts (including online), including trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationships.

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

4.4 Online and media

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.

4.5 Being safe

By the end of secondary school, students will know:

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

4.6 Intimate and sexual relationships, including sexual health

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.

5. Health education subject overview

5.1 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.

5.2 Mental wellbeing

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.

- About common types of mental ill health, e.g. anxiety and depression.
- How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.
- About the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.

5.3 Internet safety and harms

By the end of secondary school, students will know:

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

5.4 Physical health and fitness

By the end of secondary school, students will know about:

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

5.5 Healthy eating

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.

5.6 Drugs, alcohol and tobacco

By the end of secondary school, students will know about:

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

- The facts about the harms from smoking tobacco, the benefits of quitting and how to access the support to do so.

5.7 Health and prevention

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.
- Dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.
- The benefits of regular self-examination and screening.
- The facts and science relating to immunisation and vaccination.
- The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.

5.8 Basic first aid

By the end of secondary school, students 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.

5.9 Changing adolescent body

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.

6. RSHE programmes of study

6.1 The school will determine an age-appropriate, developmental curriculum which meets the needs of young people and includes the statutory content outlined in [section 4](#) of this policy.

6.2 Year 7

- Talking about feelings
- Friendships
- Managing change in friendships
- Peer influence
- Respect

- Verbal bullying and banter
- Online privacy and my online personality
- Social media as a positive influence
- A welcoming and inclusive school
- Difference and diversity in the community
- Challenging stereotypes and the impact of prejudice and discrimination
- Families and bereavement
- Feeling low and boosting my mood
- Feelings and behaviour
- Managing disappointment
- Learning from mistakes
- Being unique, self-esteem and health.
- confidence boosting
- Managing conflict
- travel safety
- Physical changes at puberty and emotional and social changes during puberty
- Personal hygiene and oral health
- Being fit and active
- Grooming
- Attitudes of young people towards alcohol, tobacco, vaping and cannabis
- Food choices and food safety
- Respect (including banter and harassment)
- Controlling behaviours

6.3 Year 8

- Positive and respectful on line relationships and online bullying
- What does the internet know about me
- Family disputes and challenging unfair family or cultural expectations
- Connecting with others
- Am I ready for a boyfriend/girlfriend/partner?
- Positive self-talk and unhealthy comparison

- Anxiety and depression
- Mental health stigma
- Taking responsibility for my health
- Mental benefits of physical activity
- Healthy ways to manage relationship feelings
- Positive romantic relationships
- Perceptions and expectations in romantic relationships
- What can I do to promote inclusion in my community?
- Extremism
- Relationships and the media
- Financial exploitation
- Gambling
- Alcohol
- Attitudes towards substance misuse
- Substances and the media
- Gang and knife culture
- First aid
- Science and health
- What influences food choices
- Mental health and resilience
- Grooming
- Planning for relationships/boundaries

6.4 Year 9

- family diversity
- Positive and respectful intimate relationships
- Communication skills for intimate relationships
- Managing relationship loss and change
- Am I ready for a sexual relationship
- Contraception
- Unintended pregnancy

- STIs
- Different online behaviour & positive use of the media
- Sexting
- Pornography
- Bullying and mental health
- Bullying and abuse
- Illegal employments and modern day slavery
- Managing peer approval
- Support for mental health
- What affects mental health & isolation and mental health
- Medicine safety
- Prevention of infection
- recreational drug use
- illegal drugs and the law
- substances and emergency situations
- the impact of drugs on the community
- Personal and social consequences of gang and knife crime
- influences on physical activity
- sleep and relaxation
- Grooming
- Sexual health (breast/testicular checks and periods)
- Contraception

6.5 Year 10

- Marriage, partnership and rights
- Safer sex
- Pregnancy and choices
- Being a young parent
- Parenting and teenagers
- Stages of a romantic relationship
- Impact of separation and loss in relationships

- Little things, big impact on mental health
- Unhealthy coping strategies, warning signs and triggers
- Stress, anxiety and depression
- Helping a friend/relative who is struggling to cope
- Developing self-esteem and confidence
- The dark web, harmful content and pornography
- Managing time online
- Can you become too reliant on social media?
- Should social media be regulated?
- Using social media for good
- Advertising: good or bad
- Gambling addiction
- Radicalisation and extremism
- Hate crime
- Substance misuse, choice, habit or addiction
- Why do some people choose crime?
- Women's safety
- Safety and body enhancement
- Cancer prevention
- Finding and using health services
- Live saving science
- Emergency first aid
- Preparing for change
- Respect, harassment and misogyny
- Contraception
- Domestic Abuse

6.6 Year 11

- The law, rights and responsibilities within sexual relationships
- Managing unwanted attention
- Substances and risky sexual behaviour

- Sexual assault and what to do about it
- Managing my online profile for future employment
- Developing resilience
- My study plan
- Sleep rest and study
- Why do people choose a sexual relationship?
- Negotiation and communication in a sexual relationship
- Faith, values and sex
- Substances, reputation and life chances
- Impact of substances on families and communities
- Domestic abuse
- Consent and the law
- Pornography and sexual media

7. Delivery of the curriculum

7.1 Through effective organisation and delivery of the RSE and health education curriculum, 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.

7.2 RSE and health education complement several other curriculum subjects. Where appropriate, the school will look for opportunities to make links between the subjects and integrate teaching.

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

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

7.5 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.

- 7.6 The school will integrate LGBTQ+ content into the RSE curriculum – this content will be taught as part of the overall curriculum, rather than a standalone topic or lesson. LGBTQ+ content will be approached in a sensitive, age-appropriate and factual way that allows students to explore gender identity and the features of stable and healthy same-sex relationships.
- 7.7 The curriculum will be designed to focus on students of all gender identities and expressions and activities will be planned to ensure all are actively involved.
- 7.8 The school will ensure it delivers teaching on sensitive topics, e.g. the body, in a way that is appropriate and sensitive to the various needs of the school community, e.g. cultural background.
- 7.9 All teaching and resources will be assessed by the Assistant Headteacher and PSHE & RSE coordinators 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. Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning. Inappropriate images, videos, etc., will not be used, and resources will be selected with sensitivity given to the age and cultural background of students. Students will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures taken to ensure this are outlined in the school's Online Safety Policy, and Acceptable Terms of Use Agreement.
- 7.10 Teachers will establish what is appropriate for one-to-one and whole-class settings, and alter their teaching of the programmes accordingly. Teachers will ensure that students' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively and honestly.
- 7.11 Teachers will focus heavily on the importance of healthy relationships, including marriage, when teaching RSE, though sensitivity will always be given as to not stigmatise students on the basis of their home circumstances. 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.
- 7.12 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.
- 7.13 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.
- 7.14 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. 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 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.
- **PSHE** – students learn about respect and difference, values and characteristics of individuals.

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; therefore, we will work closely with parents when planning and delivering the content of the school's RSE and health education curriculum.

9.2 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.

9.3 Parents will be provided with frequent opportunities to understand and ask questions about the school's approach to RSE and health education. Parents will be regularly consulted on the curriculum content, through meetings and letters, and the curriculum will be planned in conjunction with parents' views.

9.4 If parents have concerns regarding RSE and health education, they may submit these via email to mail@colne.school or contact the school office to arrange a meeting with the Assistant Headteacher on 01206 303511.

10 Working with external agencies

10.1 Working with external agencies will be used to enhance our delivery of RSE and health education and bring in specialist knowledge and different ways of engaging students. 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.

10.2 When working with external agencies, the school will:

- Check the visitor credentials of all external agencies.
- Ensure the teaching delivered by the external experts fits with the planned curriculum and provisions of this policy.
- Discuss with the visitor the details of how they intend to deliver their sessions and ensure the content is age-appropriate and accessible for all students.
- Request copies of the materials and lesson plans the visitor will use, to ensure it meets the full range of students' needs.
- Agree with the agency on how confidentiality will work in any lesson and that the visitor understands how safeguarding reports must be dealt with in line with the school's Child Protection and Safeguarding Policy.

10.3 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 The school will always recognise that 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 The school will uphold that parents **do not** have a right to withdraw their child from the statutory 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 student, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum. The headteacher will inform parents of the benefits of their child receiving RSE and any detrimental effects that withdrawal might have. All discussions with parents will be documented. These records will be kept securely in the school office in line with the school's Records Management Policy.

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

11.6 Students who are withdrawn from sex education will receive appropriate, purposeful education during the full period of withdrawal.

11.7 For requests concerning the withdrawal of a student with SEND, the headteacher will take the student's specific needs into account when making their decision.

12 Equality and accessibility

12.1 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

12.2 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.

12.3 The school will be aware 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. The school will be 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.

12.4 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.

12.5 The school will take steps to foster healthy and respectful peer-to-peer communication and behaviour between all students, and provide an environment which challenges perceived limits on students based on their gender or any other characteristic.

12.6 The school will be actively aware of everyday issues such as sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture within which these are not tolerated. Any occurrences of such issues will be identified and managed promptly. Sexual violence and sexual harassment are not acceptable and will not be tolerated. Any reports of sexual violence or sexual harassment will be handled in accordance with the school's Behaviour for Learning Policy.

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 To meet DfE's best practice advice, the DSL will be involved in the formulation of safeguarding-related areas of the curriculum, as the knowledge and resources may help to address safeguarding issues more appropriately and effectively.

13.3 When teaching issues that are particularly sensitive for students of all ages, e.g. self-harm or suicide, teachers will be made aware of the risks of inadvertently encouraging, or providing instructions to students. Teaching of these subjects will always prioritise preventing harm to students as a central goal.

13.4 Confidentiality within the classroom will be an important component of RSE and health education, and teachers will be expected to respect the confidentiality of their students as far as is possible, in compliance with the school's Student Confidentiality Policy.

13.5 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. 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 will have the same high expectations of the quality of students' work in RSE and health education as for other curriculum areas. Lessons will be planned to provide suitable challenge to students of all abilities.

14.2 There are no formal examinations for RSHE, however, students demonstrate progress made in an assessment lesson at the end of every term.

15 Staff training

15.1 Training will be provided by the Assistant Headteacher and/or PSHE & RSE coordinators to the relevant members of staff on a termly basis to ensure they are up-to-date with the RSE and health education curriculum.

15.2 Training will also be scheduled around any updated guidance on the curriculum and any new developments, such as "sexting", which may need to be addressed in relation to the curriculum.

15.3 Appropriately trained staff will be able to give 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 and review

16.1 The Assistant Headteacher and PSHE & RSE coordinators are responsible for monitoring the quality of teaching and learning for the subject.

16.2 The Assistant Headteacher and PSHE & RSE coordinators will conduct subject assessments on a termly basis, which will include a mixture of the following:

- Self-evaluations
- Book Studies
- Topic feedback forms
- Learning walks
- Lesson planning scrutiny
- Student Voice

16.3 The Assistant Headteacher and PSHE & RSE coordinators will create annual subject reports for the headteacher and local governance committee to report on the quality of the subjects. They will also work regularly and consistently with the headteacher and RSE link governor to evaluate the effectiveness of the subjects and implement any changes.

16.4 This policy will be reviewed by the headteacher in conjunction with the Assistant Headteacher and PSHE & RSE coordinators on an annual basis.

16.5 Any changes needed to the policy, including changes to the programmes, will be implemented by the headteacher. Any changes to the policy will be clearly communicated to all members of staff and, where necessary, parents and students, involved in the RSE and health education curriculum.