

# Handsworth Grange Community Sports College

## *RSE Policy*

<b>Last Approved by Local Governing Body</b>	15 October 2024
<b>Cycle</b>	Annual
<b>Review date</b>	September 2025

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## **1. Aims**

The aims of RSE are to:

- Give young people the information they need to help them develop as healthy young adults
- Provide pupils with a forum to ask questions, seek advice and access services around mental health and well being
- Understand their role in society and acceptable behaviours as part of that, including the role of the law
- To deliver statutory RSHE guidance
- Raise awareness of and provide opportunities to practice British Values
- To educate pupils around the 9 Protected Characteristics and their role in society
- To help us achieve our mission of providing an exceptional education

The aims above are in line with the core expectations that we promote to all students: maintain a positive attitude, show respect for all and display high levels of commitment to being the best you can be.

## **2. Statutory requirements**

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 made under sections 34 and 35 of the Children and Social Work Act 2017 make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. The regulations also make Health Education compulsory in Academies. This policy was developed in response to:

- Statutory guidance on RSE and health education (2019)
- Keeping children safe in education: for schools and colleges (2019)
- Behaviour and discipline in schools: guidance for head teachers and staff (2016)
- Equality Act 2010: advice for schools
- Special educational needs and disability code of practice (2015): 0 to 25 years
- Alternative provision Statutory guidance (2016)
- Mental health and behaviour in schools (2018)
- Preventing and tackling bullying (2017)
- Cyber bullying: advice for head teachers and school staff (2017)
- Advice for parents and carers on cyber bullying
- Sexual violence and sexual harassment between children in schools and colleges (2018)
- Promoting fundamental British values as part of SMSC in schools (2014)
- National Citizen Service: guidance for schools and colleges (2017)

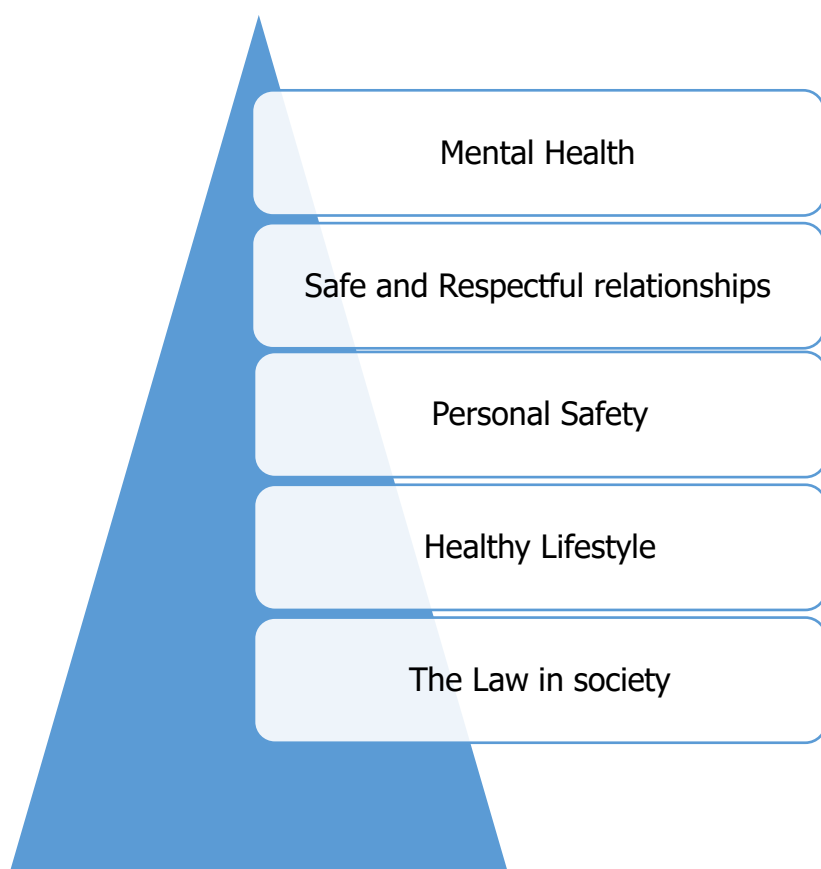
Under 'Policy statement: relationships education, relationships and sex education, and personal, social, health and economic education', RSE will become statutory in all schools from September 2020. Secondary schools must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996. At HGCSC we have chosen to implement the teaching of RSE as set out in this policy from 2019.

### 3. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information, and exploring issues and values. RSE is not about the promotion of sexual activity but aims to raise awareness and understanding.

### 5 strands of RSE

We have identified 5 key strands within the RSE guidance and aim to deliver content through these strands and their main concepts.



- ▶ Mental Health; stress, anxiety, depression, happiness, sleep
- ▶ Safe and respectful relationships inc. families, friendship, marriage, intimate relationships, recognising unsafe relationships, conflict resolution and support available
- ▶ Personal safety inc. First Aid, online safety, signs of unhealthy relationships
- ▶ Healthy lifestyle; diet, exercise, dental health, drugs and alcohol, and personal hygiene
- ▶ The Law in Society inc. tolerance and understanding of others, definition and consequences of prejudice behaviour, the law and relationships

#### **4. Delivery of RSE**

The content will focus on health and wellbeing; pupils will be taught about mental health and healthy lifestyles. They will study nutrition, exercise, drugs, alcohol and online safety, and the impact of each on mental wellbeing. They will explore personal safety with regard to eating and drinking, relationships and first aid. They will be taught about nurturing relationships of all kinds and the impact of such relationships on mental wellbeing. They will be taught how to manage their own mental wellbeing and how to seek relevant support. They will be taught the biological and personal safety aspects of consensual sex through the science National Curriculum. Teaching will also cover dealing with strangers, unhealthy and unsafe relationships. It will also include relationship units and the connections that make a family. Pupils will be taught to recognise and build health relationships.

RSE is taught within the school's Personal Development curriculum. Biological aspects of RSE are taught within the science curriculum, online safety within ICT and Computing and element of biology, personal safety (First Aid) and mental health through Physical Education. Across both Key Stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

Students will be taught content via a range of key concepts including Anti-Bullying, Personal Safety, Tolerance Acceptance and Understanding, Personal Care, Conflict Resolution, The Law and Society. The Nine Protected Characteristics are taught as part of this programme as well as through a wider whole-school approach, including tutor time, assemblies and curriculum coverage.

RSE (as part of the Personal Development Curriculum) will be delivered through a combination of timetabled sessions, assemblies, external visitors, curriculum content and drop down days. The RSE guidance content has been mapped across 5 years to create a progressive programme of study.

Age appropriate content has been agreed and planned in line with a Task Force for the Sheffield RSE Curriculum on which we are represented. The 'Sheffield Way' (RSE Curriculum delivery) has been adopted and therefore content is subject to adaptation over the course of the development of the programme of study.

## Year 7 RSE Mapping

<ul style="list-style-type: none"> <li>• Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply online and offline.</li> <li>• Online risks</li> <li>• How information and data is generated, collected, shared and used online.</li> <li>• Characteristics of a healthy lifestyle, maintaining a healthy weight, links between an inactive lifestyle and ill health</li> <li>• Facts about wider issues such as organ/blood donation.</li> <li>• Healthy eating and the links between a poor diet and health risks</li> <li>• The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.</li> <li>• how to maintain healthy eating and the links between a poor diet and health risks</li> <li>• How to talk about their emotions accurately and sensitively, using appropriate vocabulary.</li> <li>• 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.</li> <li>• The benefits and importance of physical exercise, time outdoors, community participation on mental wellbeing and happiness</li> <li>• The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health</li> <li>• How to maintain healthy eating and the links between a poor diet and health risks</li> </ul>	<ul style="list-style-type: none"> <li>• What to do and where to get support to report material or manage issues online.</li> <li>• How to talk about their emotions accurately and sensitively, using appropriate vocabulary</li> <li>• That happiness is linked to being connected to others.</li> <li>• How to recognise the early signs of mental wellbeing concerns.</li> <li>• Common types of mental ill health (e.g. anxiety and depression).</li> <li>• 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.</li> <li>• The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness</li> <li>• the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.</li> </ul>	<ul style="list-style-type: none"> <li>• Conflict resolution</li> <li>• Characteristics of positive and healthy friendships (both on and offline) including: trust, respect, honesty, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships</li> <li>• Respect and Tolerance</li> <li>• Different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</li> <li>• the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.</li> </ul>	<ul style="list-style-type: none"> <li>• That there are different types of committed, stable relationships.</li> <li>• How these relationships might contribute to human happiness and their importance for bringing up children.</li> <li>• The roles and responsibilities of parents with respect to the raising of children.</li> </ul>	<ul style="list-style-type: none"> <li>• Not to provide material to others that they would not want shared further and not to share personal material which is sent to them.</li> <li>• What to do and where to get support to report material or manage issues online.</li> <li>• The impact of viewing harmful content.</li> </ul>

## Year 8 RSE Mapping

<ul style="list-style-type: none"> <li>• Facts about wider issues such as organ/blood donation.</li> <li>• The facts about legal substances and illegal substances.</li> <li>• The physical and psychological risks associated with alcohol consumption and what constitutes (relatively) safe alcohol consumption.</li> <li>• How information and data is generated, collected, shared and used online.</li> <li>• The physical and psychological consequences of addiction, including alcohol dependency.</li> <li>• Awareness of the dangers of drugs which are prescribed but still present serious health risks.</li> <li>• The facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.</li> <li>• Personal hygiene, germs (including microbes), the spread, treatment and prevention of infection, and about antibiotics.</li> <li>• The facts and science relating to immunisation and vaccination</li> <li>• Key facts about puberty and the changing adolescent body</li> <li>• The main changes which take place in males and females, and the implications for emotional and physical health.</li> <li>• The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.</li> <li>• the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including</li> <li>• how to maintain healthy eating and the links between a poor diet and health risks</li> <li>• How to talk about their emotions accurately and sensitively, using appropriate vocabulary.</li> <li>• 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.</li> <li>• The benefits and importance of physical exercise, time outdoors, community participation on mental wellbeing and happiness</li> <li>• The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health</li> <li>• How to maintain healthy eating and the links between a poor diet and health risks,</li> </ul>	<ul style="list-style-type: none"> <li>• What to do and where to get support to report material or manage issues online.</li> <li>• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.</li> <li>• How to talk about their emotions accurately and sensitively, using appropriate vocabulary.</li> <li>• That happiness is linked to being connected to others.</li> <li>• How to recognise the early signs of mental wellbeing concerns.</li> <li>• Common types of mental ill health (e.g. anxiety and depression).</li> <li>• 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.</li> <li>• The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.</li> <li>• The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.</li> </ul>	<ul style="list-style-type: none"> <li>• Conflict resolution</li> <li>• Respect and Tolerance</li> <li>• Different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</li> <li>• The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.</li> </ul>	<ul style="list-style-type: none"> <li>• what marriage and civil partnerships are, including their legal status e.g. that marriage and civil partnerships carry legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony</li> <li>• Why marriage is an important relationship choice for many couples and why it must be freely entered into.</li> </ul>	<ul style="list-style-type: none"> <li>• Basic treatment+ for common injuries.</li> </ul>
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## Year 9 RSE Mapping

<ul style="list-style-type: none"> <li>• Healthy eating and the links between a poor diet and health risks</li> <li>• How information and data is generated, collected, shared and used online.</li> <li>• Not to provide material to others that they would not want shared further and not to share personal material which is sent to them.</li> <li>• The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.</li> <li>• The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including</li> <li>• How to maintain healthy eating and the links between a poor diet and health risks</li> <li>• How to talk about their emotions accurately and sensitively, using appropriate vocabulary.</li> <li>• 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.</li> <li>• The benefits and importance of physical exercise, time outdoors, community participation on mental wellbeing and happiness</li> <li>• The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health</li> <li>• About the science relating to blood, organ</li> <li>• How to maintain healthy eating and the links between a poor diet and health risks,</li> <li>• Basic treatment for common injuries.</li> <li>• Life-saving skills, including how to administer CPR.15</li> <li>• The purpose of defibrillators and when one might be needed.</li> </ul>	<ul style="list-style-type: none"> <li>• What to do and where to get support to report material or manage issues online.</li> <li>• 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.</li> <li>• How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).</li> <li>• That they have a choice to delay sex or to enjoy intimacy without sex</li> <li>• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.</li> <li>• 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 or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.</li> <li>• How to talk about their emotions accurately and sensitively, using appropriate vocabulary.</li> <li>• That happiness is linked to being connected to others.</li> <li>• How to recognise the early signs of mental wellbeing concerns.</li> <li>• Common types of mental ill health (e.g. anxiety and depression).</li> <li>• 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.</li> <li>• The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.</li> <li>• The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.</li> </ul>	<ul style="list-style-type: none"> <li>• Conflict resolution</li> <li>• that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due tolerance and respect to others and others' beliefs, including people in positions of authority.</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</li> <li>• That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</li> <li>• What constitutes sexual harassment and sexual violence and why these are always unacceptable?</li> <li>• The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.</li> <li>• The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.</li> </ul>	<ul style="list-style-type: none"> <li>• How to: determine whether peers, adults or sources of information are trustworthy, judge when a family, friend, intimate or other relationships is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.</li> <li>• the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment and domestic abuse and how these can affect current and future relationships.</li> <li>• How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (on and offline).</li> <li>• 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.</li> <li>• That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.</li> <li>• The facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.</li> <li>• The law relating to the supply and possession of illegal substances.</li> </ul>	<ul style="list-style-type: none"> <li>• Basic treatment for common injuries.</li> </ul>



## Year 10 RSE Mapping

<ul style="list-style-type: none"> <li>Characteristics of a healthy lifestyle, maintaining a healthy weight, links between an inactive lifestyle and ill health,</li> <li>Facts about wider issues such as organ/blood donation.</li> <li>The facts about legal substances and illegal substances</li> <li>The physical and psychological risks associated with alcohol consumption and what constitutes (relatively) safe alcohol consumption.</li> <li>The physical and psychological consequences of addiction, including alcohol dependency.</li> <li>Awareness of the dangers of drugs which are prescribed but still present serious health risks.</li> <li>The facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.</li> <li>Personal hygiene, germs (including microbes), the spread, treatment and prevention of infection, and about antibiotics.</li> <li>The facts and science relating to immunisation and vaccination</li> <li>Key facts about puberty and the changing adolescent body.</li> <li>The main changes which take place in males and females, and the implications for emotional and physical health.</li> <li>The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.</li> <li>The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including</li> <li>How to maintain healthy eating and the links between a poor diet and health risks</li> <li>How to talk about their emotions accurately and sensitively, using appropriate vocabulary.</li> <li>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.</li> <li>The benefits and importance of physical exercise, time outdoors, community participation on mental wellbeing and happiness</li> <li>The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health</li> <li>About the science relating to blood, organ</li> <li>How to maintain healthy eating and the links between a poor diet and health risks,</li> </ul>	<ul style="list-style-type: none"> <li>What to do and where to get support to report material or manage issues online.</li> <li>that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).</li> <li>That they have a choice to delay sex or to enjoy intimacy without sex.</li> <li>That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.</li> <li>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.</li> <li>That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.</li> <li>How to talk about their emotions accurately and sensitively, using appropriate vocabulary.</li> <li>That happiness is linked to being connected to others.</li> <li>How to recognise the early signs of mental wellbeing concerns.</li> <li>Common types of mental ill health (e.g. anxiety and depression).</li> <li>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.</li> <li>The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness</li> <li>The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.</li> </ul>	<ul style="list-style-type: none"> <li>Conflict resolution</li> <li>How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).</li> <li>that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due tolerance and respect to others and others' beliefs, including people in positions of authority. About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</li> <li>That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</li> <li>What constitutes sexual harassment and sexual violence and why these are always unacceptable</li> <li>The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.</li> <li>The impact of viewing harmful content.</li> <li>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.</li> <li>That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.</li> <li>The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.</li> </ul>	<ul style="list-style-type: none"> <li>The characteristics and legal status of other types of long-term relationships.</li> <li>What marriage and civil partnerships are, including their legal status e.g. that marriage and civil partnerships carry legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.</li> <li>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 (in all contexts, including online).</li> <li>The facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.</li> <li>The law relating to the supply and possession of illegal substances.</li> </ul>	<ul style="list-style-type: none"> <li>That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</li> <li>What constitutes sexual harassment and sexual violence and why these are always unacceptable?</li> <li>That specifically sexually explicit material often 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.</li> <li>That sharing and viewing indecent images of children (including those created by children) is against the law.</li> <li>How information and data is generated, collected, shared and used online.</li> <li>Life-saving skills, including how to administer CPR.15</li> <li>The purpose of defibrillators and when one might be needed.</li> </ul>

## Year 11 RSE Mapping

<ul style="list-style-type: none"> <li>The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.</li> <li>The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including</li> <li>How to maintain healthy eating and the links between a poor diet and health risks</li> <li>How to talk about their emotions accurately and sensitively, using appropriate vocabulary.</li> <li>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.</li> <li>The benefits and importance of physical exercise, time outdoors, community participation on mental wellbeing and happiness</li> <li>The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health</li> <li>How to maintain healthy eating and the links between a poor diet and health risks</li> </ul>	<ul style="list-style-type: none"> <li>What to do and where to get support to report material or manage issues online.</li> <li>that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).</li> <li>That they have a choice to delay sex or to enjoy intimacy without sex.</li> <li>That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.</li> <li>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.</li> <li>That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.</li> <li>How to talk about their emotions accurately and sensitively, using appropriate vocabulary.</li> <li>That happiness is linked to being connected to others.</li> <li>How to recognise the early signs of mental wellbeing concerns. Common types of mental ill health (e.g. anxiety and depression).</li> <li>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.</li> <li>The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.</li> <li>The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.</li> </ul>	<ul style="list-style-type: none"> <li>Conflict resolution</li> <li>That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due tolerance and respect to others and others' beliefs, including people in positions of authority.</li> <li>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</li> <li>That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</li> <li>What constitutes sexual harassment and sexual violence and why these are always unacceptable?</li> <li>The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.</li> <li>The impact of viewing harmful content.</li> <li>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.</li> <li>That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.</li> <li>The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.</li> </ul>	<ul style="list-style-type: none"> <li>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 (in all contexts, including online).</li> <li>The facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.</li> <li>The law relating to the supply and possession of illegal substances.</li> </ul>	<ul style="list-style-type: none"> <li>That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</li> <li>What constitutes sexual harassment and sexual violence and why these are always unacceptable?</li> <li>The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.</li> <li>That specifically sexually explicit material often 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.</li> <li>That sharing and viewing indecent images of children (including those created by children) is against the law.</li> <li>How information and data is generated, collected, shared and used online.</li> <li>Life-saving skills, including how to administer CPR.15</li> <li>The purpose of defibrillators and when one might be needed.</li> </ul>
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## **5. Roles and responsibilities**

### **5.1 The local governing body**

The local governing body will approve the RSE policy, and hold the head teacher to account for its implementation.

### **5.2 The Head teacher**

The head teacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 6).

### **5.3 Staff**

Staff are responsible for:

- Delivering RSE in a sensitive way within their subject areas
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Head teacher.

All staff will ensure that:

- Ground rules are negotiated with the group before embarking on lessons of a sensitive nature so that both the staff and pupils can work together in a supportive atmosphere in which all members can speak with confidence and without fear of embarrassment, anxiety or breach of confidentiality;
- All students are offered the opportunity to explore ideas, situations and feelings in an atmosphere of confidence and support;
- At all times teaching will take place in the context of an explicit moral framework;
- All points of view they may express during the course of teaching RSE are unbiased;
- The teaching of RSE is delivered in ways that are accessible to all pupils with SEND;
- The emphasis of teaching RSE will always be the importance and understanding of personal relationships and the right of the individual to make informed choices;
- Issues of stereotyping, sexual equality, harassment, rights and legislation underpin the teaching of RSE;
- Where appropriate they direct pupils to seek advice and support from an appropriate agency or individual. It is inappropriate for staff to give students personal advice on matters such as contraception;
- Where a student has embarked on a course of action likely to place them at risk, the member of staff will ensure that the student is aware of the implications of their behaviour. The member of staff should refer any potential concerns to the Designated Safeguarding Lead.

## **5.4 Pupils**

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. This response is in line with our core values of maintaining a positive attitude, respect for others at all times and displaying high levels of commitment.

## **6. Parents' right to withdraw**

Parents have the right to withdraw their children from the non-statutory components of RSE. Parents can identify when RSE is being covered by referring to the Personal Development 5 year overview document on the school website.

The school acknowledge the key role that parents/carers play in the development of their children's understanding about relationships. Parents are the first educators of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships. All Parents/Carers will be:

- Given every opportunity to understand the purpose and content of Relationships Education and RSE;
- Encouraged to participate in the development of Relationships Education and RSE
- Able to discuss any concerns directly with the School.

### **6.1 Right to be excused from sex education**

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. The Trust, before granting any such request, will require the Head teacher/Head of School to discuss the request with the parent and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. Following the discussions, except in exceptional circumstances, the Trust will respect the parents' request to withdraw their child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms. The Head teacher/Head of School will ensure that where a pupil is excused from sex education, the pupil will receive appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from the national curriculum.

## **7. Training**

Staff are trained on the delivery of RSE and meet on a regular basis with the Head of Faculty during Faculty Meeting time, on INSET days and during CPD twilight sessions. The Head teacher and Heads of Key Stages 3 and 4 will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

## **8. Monitoring, consultation and communication arrangements**

The delivery of RSE is monitored by the Head of Faculty through the Quality Assurance programme of learning walks, lesson observation and student voice as detailed in the school calendar. Pupils' development in RSE is monitored by class teachers through the use of, "I Can ..." statements, but is not formally assessed using the 9-1 grading system used by other

subject areas. This policy will be reviewed every two years. At every review, the policy will be approved by the governing body.

The School acknowledges that high-quality, evidence-based and age-appropriate teaching can help pupils prepare for the opportunities, responsibilities and experiences of adult life as well as promoting the spiritual, moral, social, cultural, mental and physical development of pupils both at school and in society. RSE will be set in the context of a wider whole-school approach to supporting pupils to be safe, happy and prepared for life beyond school. The curriculum on relationships and sex will complement and be supported by, the School's wider policies on behaviour, inclusion, respect for equality and diversity, anti-bullying and safeguarding. RSE will sit within the context of the School's broader ethos and approach to developing pupils socially, morally, spiritually and culturally; and its pastoral care system. The curriculum on health education will similarly complement, and be supported by, the School's education on healthy lifestyles through physical education, food technology, science and its sport, extra-curricular activity and school food.

Effective teaching will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons. Teaching will include sufficient well-chosen opportunities and contexts for pupils to practise applying and embedding new knowledge so that it can be used skilfully and confidently in real life situations. The lead teacher in school will work closely with colleagues in related curriculum areas to ensure Relationships Education, RSE and Health Education programmes complement each other and do not duplicate, content covered in national curriculum subjects such as science, computing and PE.

### **Consultation**

Consultation on the contents and programme delivery has been conducted in conjunction with a Task Force from Learn Sheffield. Consultation has taken place across 16 key community groups and has included representation from religious, gender awareness, LGBTQ+, parental orientation and other community representation. An open consultation is available to parents on the school website. RE and RSHE/Citizenship is represented at evening parents evening. RSHE and RE curriculum are included in all transition material.

### **Communication**

Significant changes to content and delivery will be communicated via letter and the website to all key stakeholders. Communication of the amendments to existing RSE provision will be communicated to stakeholders through the relevant Key Stage Curriculum Offer issued in September.

### **9. Pupils with special educational needs and disabilities (SEND)**

Relationships Education, RSE and Health Education will be accessible for all pupils. High quality teaching is differentiated and personalised, this is the starting point to ensure accessibility for all pupils. Schools will also be mindful of the preparing for adulthood outcomes as set out in the SEND code of practice, when preparing these subjects for pupils with SEND. The Trust is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education can also be a priority for some pupils, for example some with Social, Emotional and Mental Health Needs or learning disabilities. For some pupils there may be a need to tailor content and teaching to meeting the specific needs of children at different development stages.