



ALLEESTREE WOODLANDS SCHOOL

RELATIONSHIPS, SEX AND HEALTH EDUCATION POLICY

DATE OF POLICY ADOPTION BY GOVERNORS:	May 2022
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DATE OF LAST REVIEW:	May 2022
DATE OF NEXT REVIEW:	Under Review 2023

Enabling aspiration and achievement for all students through delivery of a knowledge-rich curriculum underpinned by our CORE values:

COURAGE

OPTIMISM

REGARD

ENDEAVOUR

Policy Statement

Delivery of our personal development provision and specifically relationships, sex and health education is an entitlement of all students at Allestree Woodlands School underpinned by the schools CORE values:

- Courage to achieve the best possible outcomes in the face of challenge.
- Optimism to look for solutions and see positives.
- Regard for each other when exploring and discussing emotive topics.
- Endeavour to be resilient and to work hard to achieve one's full potential

This policy outlines the commitment to provide effective relationships, sex and health education for all students. It has been written with regard to the DfE Relationships Education, Relationships and Sex Education and Health Education guidance 2019 and statutory requirements.

Relationships, sex and health education is a partnership between the school and parents/carers. We recognise that in relationships, sex and health education, parents and carers play a core role and we therefore welcome their engagement with our programme. Whilst we always try to work with parents to explore their views, we also accept that parents can exercise their right to excuse their child from the sex education elements of our programme.

In developing our policy and curriculum we have given due regard to the government's statutory guidance for relationships, sex and health education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996. Relationships, sex and health education teaching contributes to our statutory duty to safeguard children and prepare them for the responsibilities and experiences of adult life. There will be opportunities for students to learn about the laws surrounding sex, sexuality, sexual health and gender identity.

The aim of relationships, sex and health education is to provide young people with the information needed to develop healthy, nurturing relationships of all kinds, not just intimate relationships. Providing students with opportunities to understand how healthy relationships can benefit their own mental wellbeing and self-regard, as well as providing information to students about safe sex and sexual health, to ensure they can make safe, informed and healthy choices as they progress to adult life.

At Allestree Woodland School we work hard to ensure that all students have a standard of education which supports the key aspects needed to keep safe and make positive, informed and healthy choices.

Key Concepts:

Within the personal, social, health and citizenship education (PSHCE) curriculum we will use these key concepts from the PSHCE association to deliver relationships, sex and health education:

Healthy Relationships

Health and Wellbeing

Personal Safety

These key concepts will be taught through activities exploring these three elements:

- Improving knowledge and understanding
- Exploring attitudes and values
- Developing personal and social skills

It is important that all students feel safe and able to participate in RSHE lessons. Students will be taught to make well informed, positive choices for themselves that seek to support their own health and wellbeing.

The PSE curriculum is delivered by form tutors who (where possible) remain with a form group from Year 7 to Year 11 allowing them to assess the maturity and needs of their students to develop their understanding and skills throughout the PSE curriculum year on year. All staff delivering RSHE will take part in training and be familiar with this policy. Everyone involved in RSHE will be clear about the boundaries of their legal and professional roles and responsibilities.

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Please note this policy should be read in conjunction with our policies on Safeguarding & Child Protection, Special Education Needs & Disabilities (SEND) and Equality.

Introduction

Allestree Woodlands School requires this policy to be implemented by its teaching staff and adapted to meet the needs of individual contexts and cohorts.

Allestree Woodlands School ethos is that effective personal development is crucial to the rounded education provided to our students. Delivery of our personal development provision and specifically health, sex and relationships education is underpinned by our CORE values, we regard this as an entitlement of all students at Allestree Woodlands School. Every child should have access to effective Health, Sex and Relationship Education that is underpinned by the schools CORE values:

- Courage to achieve the best possible outcomes in the face of challenge.
- Optimism to look for solutions and see positives.
- Regard for each other when exploring and discussing emotive topics.
- Endeavour to be resilient and to work hard to achieve one's full potential.

The policy outlines the commitment to provide effective Relationships, Sex and Health education for all students in support of that offered by parents, who are the first educators of their children in this area. It has been written with regard to the DfE Relationships Education, Relationships and Sex Education and Health Education guidance 2019 and statutory requirements.

In developing our policy and curriculum we have given due regard to the government's statutory guidance for RSHE issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996.

RSHE teaching contributes to our statutory duty to safeguard children and prepare them for the responsibilities and experiences of adult life. RSHE will be taught in an age-appropriate manner. Whilst we always try to work with parents to explore their views, we also accept that parents can exercise their right to excuse their child from the sex education elements of our programme (See Right to withdrawal pg. 16)

Legal Framework

Updated guidance: [DfE Relationship, Sex and Health Education 2019](#)

Academies' Funding Agreements require academies to have regard to [Sex and Relationships Guidance](#)

Duty to promote wellbeing (Children Act 2004) [Government Legislation](#)

Definition

RSHE at AWS helps and supports young people through their physical, emotional and moral development. Through RSHE students learn about healthy relationships, diversity, respect, love and commitment, healthy lifestyles, safety both on and offline, puberty, sex, sexuality and sexual health. RSHE teaches young people to understand human sexuality and to respect themselves and others. It builds up knowledge and skills which are particularly important today because of the many different and conflicting pressures on young people. Following DfE guidance AWS RSHE does not encourage early sexual experimentation; it enables young people to build confidence and self-esteem and understand the reasons for delaying sexual activity. It provides students with accurate information and helps them to develop skills to enable themselves to understand difference and respect themselves and others and for the purpose also of preventing, removing prejudice and preparing students for the opportunities, responsibilities and experiences of adult life.

Delivery, implementation and assessment of RSHE at AWS

Relationships, sex and health and education at Allestree Woodlands School

The aim of RSHE is to provide young people with the information needed to develop healthy, nurturing relationships of all kinds, not just intimate relationships. Giving students opportunities to understand how healthy relationships can benefit their own mental wellbeing and self-regard, as well as providing information to students about safe sex and sexual health, to ensure they can make safe, informed and healthy choices as they progress to adult life.

There will be opportunities for students to learn about the laws surrounding sex, sexuality, sexual health and gender identity, which will be delivered in an age appropriate and inclusive way. The laws around a variety of other issues will be considered to include: marriage, consent, pornography, abortion, radicalisation and gangs. There will also be opportunities to learn about the physical and emotional damage that can be caused by female genital mutilation (FGM) as well as grooming, sexual exploitation and domestic abuse which should include addressing coercive and controlling behaviour.

At AWS we work hard to ensure that all students have a standard of education which supports the key aspects needed to keep safe and make positive, informed and healthy choices.

Key Concepts:

Within the PSE curriculum we will use these key concepts from the PSHCE association to deliver RSHE:

Healthy Relationships

Health and Wellbeing

Personal Safety

Key Objectives of our RSHE Programme:

Healthy Relationships

- Develop knowledge and understanding of positive and healthy relationships look like and the skills to form nurturing relationships of all kinds, not just intimate relationships.
- Explain the importance of trust and friendship in intimate relationships, and assess the level of intimacy that they think is appropriate at different stages in relationships.
- Enable students to recognise unhealthy relationships and abuse and have the knowledge and skills to seek help for themselves or others.
- Develop understanding of how to evaluate expectations for romantic relationships, including knowledge about consent, and how to seek and assertively communicate consent.
- Explore how to challenge prejudice, stereotypes and discrimination, as well as the signs and effects of all types of bullying, including online, and how to respond to bullying of any kind, including online.
- Develop students understanding of the benefits, risks and consequences of different levels of intimacy.
- understand the possible benefits of exploring thoughts, feelings and beliefs with others such as friends, family and professionals, to help them find strategies for dealing with pressure.
- explain how intense feelings can lead to less well thought out choices which can have consequences, and ways to manage such feelings.
- demonstrate effective communication skills including assertiveness, active listening and valuing of others' feelings.
- Explore myths, assumptions, misconceptions and social norms about sex, gender and relationships.
- Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships

Health and Wellbeing

- Give students knowledge and skills to make informed, healthy decisions about their mental and physical health.
- Prepare students for the opportunities, responsibilities and experiences of adult life, supporting students to develop their self-worth and self-efficacy.
- Develop knowledge and understanding of human sexuality and sexual health, including Sexually Transmitted Infections, sexual orientation, contraception and reasons for delaying sexual activity.
- Support students to develop a positive sense of their own identity, showing respect for themselves and others, and having resilience.
- Provide students with the knowledge and skills to access appropriate support

Personal safety

- Develop an awareness and understanding of relevant laws, for example those around consent, sexual violence, rape, drugs and image sharing.
- Support students to keep safe, both online and offline, including assessing the risks and benefits of their actions and recognising that pressures and influences come from a range of sources.
- about unhealthy, exploitative and abusive relationships and how to access support in abusive relationships and how to overcome challenges in seeking support
- about pregnancy, birth and miscarriage
- about 'honour based' violence and forced marriage and how to safely access support

These key concepts and learning objectives will be taught through activities exploring these three elements:

Improving knowledge and understanding

- learning and understanding physical development at appropriate stages;
- understanding human sexuality, reproduction, sexual health, emotions and relationships;
- learning about contraception and the range of local and national sexual health advice, contraception and support services;
- learning the reasons for delaying sexual activity, and the benefits to be gained from such delay;
- the avoidance of unplanned pregnancy.

Improved knowledge and understanding will provide students with grounding to-

Exploring attitudes and values

- learning the importance of values and individual conscience and moral considerations;
- learning the value of family life, marriage, and stable and loving relationships for the nurture of children;
- learning the value of respect, love and care;
- exploring, considering and understanding moral dilemmas;
- developing critical thinking as part of decision-making.

Developing personal and social skills

- learning to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;
- learning to make choices based on an understanding of difference and with an absence of prejudice;
- developing an appreciation of the consequences of choices made;
- managing conflict;
- learning how to recognise and avoid exploitation and abuse.

RSHE Teaching and Learning at AWS:

RSHE will be taught in each year group throughout the school. The curriculum we deliver is age-appropriate and progressive, building the student's knowledge, understanding and skills year on year.

RSHE is delivered through:

- Relationship's modules taught each year within the PSE curriculum, with the above key concepts also being covered within Health and Wellbeing and Living in the Wider World modules
- National Curriculum Science programme of study
- Computing curriculum
- Assembly Programme
- Tutor Time
- Targeted events including enrichment days
- Pastoral support from the safeguarding and House/Year teams for students who need additional support
- Provision of appropriate information through display of posters and leaflets in the LRC, Medical and throughout the school.

Teaching and Learning

Everyone involved in the teaching of RSHE will follow the school policy. The personal beliefs and attitudes of teachers will not influence the teaching of RSHE. The approach to the teaching of this subject matter is rooted in education, rather than beliefs or emotion. A balanced and non-judgmental approach will therefore be taken. Teachers, and all those contributing to RSHE will work to the agreed values within this policy. Within RSHE students will develop confidence in talking, listening and thinking about relationships, keeping safe, health, puberty and sex. To achieve this, a number of teaching strategies may be used, including:

- Establishing ground rules with students
- Dealing with children's questions in an appropriate manner
- Using discussion and the appropriate materials
- Encouraging reflection
- Use strategies for students who may not wish to raise suggestions in front of others e.g. a question (ballot style) box.

Confidentiality within the classroom is an important component of Relationships Education, Relationships and Sex Education (RSHE) and Health Education and teachers are expected to respect the confidentiality of their students as far as is possible within the parameters of KCSIE.

Teachers must, however, alert the Safeguarding Team about any concerns of inappropriate behaviour or potential abuse as per the Safeguarding and Child Protection Policy if the concern is related to another child or person outside of the school. If the concern is about a member of staff the Headteacher should be alerted.

Teachers of RSHE meet as a year group regularly to provide support and share good practice. CPD opportunities are shared through the coordinator of PSE.

Safe Learning in RSHE

It is important that all students feel safe and able to participate in RSHE lessons. To support the involvement of all students, teachers will use a range of teaching strategies and ensure that students are aware of the expectations before beginning each session. As with any topic, students will ask questions during RSHE to further their understanding. Due to the sensitive nature of the topic, teachers will employ strategies to ensure that questions are asked and answered in a factual, balanced and age-appropriate way. When students can write independently, students may be introduced to the 'question box', into which they can place their written questions. This allows the teacher the opportunity to group questions into themes

and filter any that may need answering on an individual basis or, in some cases, referred to parents. All staff will be mindful of their safeguarding role and will follow the relevant School procedures if a question raises concerns of this nature.

Teachers will use the following strategies to deal with unexpected questions:

- If a question is personal, the teacher will remind students of the rules and expectations.
- If the teacher doesn't know the answer to a question, the teacher will acknowledge this and will research the question and provide an appropriate answer later.
- If the question is too explicit or is inappropriate in a whole class setting or raises concerns about sexual abuse, the teacher will inform the Safeguarding Team via CPOMs.

Sometimes students may ask questions about issues that are not part of the planned programme; this could show that the taught curriculum is not meeting their needs. This will be fed back to the leader as part of the evaluation and monitoring process.

Confidentiality, Safeguarding and Child Protection

Everyone involved in RSHE will be clear about the boundaries of their legal and professional roles and responsibilities. Teachers will discuss confidentiality with students, making it clear that teachers cannot offer unconditional confidentiality. Students will be informed that if confidentiality has to be broken, due to safeguarding concerns, they will be informed first and then supported as appropriate.

Teachers will be aware that effective RSHE, which brings an understanding of what is and is not acceptable, can lead to disclosure of a child protection issue. Everyone involved in RSHE will be alert to signs of abuse and report concerns or suspicions to the Safeguarding Team as outlined in the safeguarding policy.

Implementation in the curriculum – What, When and Where:

At secondary level we are building on the foundations and skills and knowledge that students have learnt at Primary School. Our key aim in providing RSHE throughout school is to safeguard our students. Students will learn key knowledge and skills to help keep themselves, and others safe, healthy and prepare them for responsibilities of adult life.

Relationships and Sex Education (RSE):

We will continue to develop knowledge on topics specified for Primary as required and in addition cover the following content by the end of secondary school students:

What	When	Where
Families		
That there are different types of committed, stable relationships	Year 9 and Year 11	PSE Curriculum <i>Sex and Healthy Relationships</i> <i>Relationships and Families</i>
How these relationships might contribute to human happiness and their importance for bringing up children.	Year 9, Year 10 and Year 11	PSE Curriculum <i>Sex and Healthy Relationships</i> <i>Personal Safety</i> <i>Relationships and Families</i>
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	Year 10 and Year 11	PSE Curriculum <i>Equality and Human Rights</i> <i>Relationships and Families</i>

Why marriage is an important relationship choice for many couples and why it must be freely entered into.	Year 10 and Year 11	PSE Curriculum <i>Equality and Human Rights Relationships and Families</i>
The characteristics and legal status of other types of long-term relationships	Year 9 and Year 11	PSE Curriculum <i>Sex and Healthy Relationships Relationships and Families</i>
The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.	Year 9 and Year 11	PSE Curriculum <i>Sex and Healthy Relationships Relationships and Families</i>
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 to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.	Year 7, Year 8, Year 9 and Year 11	PSE Curriculum <i>Positive Friendships and Trust, 'My Friends told me to do it...'</i> <i>Sex and Healthy Relationships</i> <i>The long arm of the Law Relationships and Families</i>
Respectful relationships, including friendships		
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 relationship.	Year 7, Year 8, Year 9 and Year 11	PSE Curriculum <i>The importance of E-safety</i> <i>Positive Friendships and Trust, 'My Friends told me to do it...'</i> <i>Sex and Healthy Relationships Relationships and Families</i>
Practical steps they can take in a range of different contexts to improve or support respectful relationships	Year 7, Year 8, Year 9 and Year 11	PSE Curriculum <i>Positive Friendships and Trust, 'My Friends told me to do it...'</i> <i>Sex and Healthy Relationships Relationships and Families</i>
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).	Year 9, and Year 10,	PSE Curriculum <i>Sex and Healthy Relationships</i> <i>Equality and Human Rights</i>
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 respect to others, including people in positions of authority and due tolerance of other people's beliefs.	Year 7, Year 9 and Year 10	PSE Curriculum <i>Positive Friendships and Trust</i> <i>An Ethical World?</i> <i>British Values</i> <i>Equality and Human Rights</i>
About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help	Year 7, Year 8 and Year 10	PSE Curriculum <i>The importance of E-Safety</i> <i>Positive Friendships and Trust</i> <i>'My Friends told me to do it...'</i> <i>Equality and Human Rights</i>
That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.	Year 8, Year 9, Year 10 and Year 11	PSE Curriculum <i>'My Friends Told me to do it...'</i> <i>Sex and Healthy Relationships</i> <i>The Long Arm of the Law</i> <i>Personal Safety</i> <i>Relationships and Families</i>
What constitutes sexual harassment and sexual violence and why these are always unacceptable.	Year 9, Year 10 and Year 11	PSE Curriculum <i>Sex and Healthy Relationships</i> <i>Personal Safety</i>

		<i>Relationships and Families</i>
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.	Year 9 and Year 11	PSE Curriculum <i>Ethical World?</i> <i>Relationships and Families</i>
Online and Media		
Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.	Year 7, Year 8, Year 9, Year 10 and Year 11	Computing Curriculum PSE Curriculum <i>The importance of E-Safety</i> <i>Positive Relationships and Trust</i> <i>'My Friends told me to do it...'</i> <i>Work Experience and Beyond</i> <i>Eyes on the prize</i>
About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.	Year 7, Year 9, Year 10 and Year 11	Computing Curriculum PSE Curriculum <i>The importance of E-safety</i> <i>Sex and Healthy Relationships</i> <i>The Long Arm of the Law</i> <i>Personal Safety</i> <i>Relationships and Families</i>
Not to provide material to others that they would not want shared further and not to share personal material which is sent to them.	Year 7, Year 8 Year 9, Year 10 and Year 11	Computing Curriculum PSE Curriculum <i>The importance of E-safety</i> <i>'My Friends told me to do it...'</i> <i>Sex and Healthy Relationships</i> <i>Personal Safety</i> <i>Relationships and Families</i>
What to do and where to get support to report material or manage issues online	Year 7, and Year 10	Computing Curriculum PSE Curriculum <i>The importance of E-Safety</i> <i>The Long Arm of the Law</i> <i>Personal Safety</i>
The impact of viewing harmful content.	Year 7, Year 8 and Year 9,	Computing Curriculum PSE Curriculum <i>The importance of E-Safety</i> <i>Diet, Exercise and the Media</i> <i>Sex and Healthy Relationships</i>
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.	Year 7, Year 8, Year 9, Year 10 and Year 11	Computing Curriculum PSE Curriculum
That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.	Year 7, Year 8, Year 9, and Year 11	Computing Curriculum PSE Curriculum <i>Diet, Exercise and the Media</i> <i>Relationships and Sex</i> <i>Relationships and Families</i>
How information and data is generated, collected, shared and used online.	Year 7, Year 8 and Year 10	Computing Curriculum PSE Curriculum <i>The importance of E-Safety</i> <i>Diet, Exercise and the Media</i> <i>Personal Safety</i>
Being Safe		

The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and	Year 8, Year 9, Year 10 and Year 11	PSE Curriculum <i>It's part of growing up</i> <i>Sex and Healthy Relationships</i> <i>The long arm of the law</i> <i>Personal Safety</i> <i>Relationships and Families</i>
The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and	Year 9, and Year 11	PSE Curriculum <i>Sex and Healthy Relationships</i> <i>Relationships and Families</i>
Intimate and sexual relationships, including sexual health		
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.	Year 7, Year 8, Year 9 and Year 11	PSE Curriculum <i>Positive Friendships and Trust</i> <i>'My Friends told me to do it...'</i> <i>Sex and Healthy Relationships</i> <i>Relationships and Families</i>
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.	Year 9 and Year 11	PSE Curriculum <i>Sex and Healthy Relationships</i> <i>Relationships and Families</i>
The facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.	Year 11	PSE Curriculum <i>Relationships and Families</i>
That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.	Year 8, Year 9 and Year 11	PSE Curriculum <i>'My Friends told me to do it...'</i> <i>Sex and Healthy Relationships</i> <i>Relationships and Families</i>
That they have a choice to delay sex or to enjoy intimacy without sex.	Year 9 and Year 11	PSE Curriculum <i>Sex and Healthy Relationships</i> <i>Relationships and Families</i>
The facts about the full range of contraceptive choices, efficacy and options available.	Year 9 and Year 11	PSE Curriculum <i>Sex and Healthy Relationships</i> <i>Relationships and Families</i>
The facts around pregnancy including miscarriage.	Year 9 and Year 11	PSE Curriculum <i>Sex and Healthy Relationships</i> <i>Relationships and Families</i>
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)	Year 9 and Year 11	PSE Curriculum <i>Sex and Healthy Relationships</i> <i>Relationships and Families</i>
How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.	Year 9 and Year 11	PSE Curriculum <i>Sex and Healthy Relationships</i> <i>Healthy Living Day</i> <i>Relationships and Families</i>
About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.	Year 9 and Year 11	PSE Curriculum <i>Sex and Healthy Relationships</i> <i>Healthy Living Day</i> <i>Relationships and Families</i>
How the use of alcohol and drugs can lead to risky sexual behaviour.	Year 8, Year 9 and Year 10	PSE Curriculum <i>Health and Wellbeing</i> <i>Sex and Healthy Relationships</i> <i>Personal Safety</i>

How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.	Year 9 and Year 11	PSE Curriculum <i>Sex and Healthy Relationships Relationships and Families</i>
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Physical health and mental wellbeing:

Students will be taught to make well informed, positive choices for themselves that seek to support their own health and wellbeing. There will be opportunities for teaching students about problems and challenges, including more serious mental and physical health conditions such as substance and alcohol misuse, with a focus on providing information about effective interventions. We will also teach students about issues such as eating disorders. Teachers will also be sensitive of common adverse childhood experiences such as bereavement, family breakdown and exposure to domestic abuse, and how these might impact on students and influence how they experience these subjects. Students will be taught how to judge when they or someone they know needs support and where they can seek help if needed.

We will continue to develop knowledge on topics specified for Primary as required and in addition cover the following content by the end of secondary school students:

What	When	Where
Mental Wellbeing		
How to talk about their emotions accurately and sensitively, using appropriate vocabulary.	Year 7 and Year 10	PSE Curriculum <i>Welcome to Woodlands Making an Effective Step up</i>
That happiness is linked to being connected to others.	Year 7, and Year 11	PSE Curriculum <i>Positive Friendships and Trust Relationships and Families</i>
How to recognise the early signs of mental wellbeing concerns.	Year 7, Year 8, and Year 10	PSE Curriculum <i>Welcome to Woodlands Diet Exercise and the Media Making an Effective Step up Personal Safety Ensuring I can be successful</i>
Common types of mental ill health (e.g. anxiety and depression).	Year 10 and Year 11	PSE Curriculum <i>Personal Safety Ensuring I can be successful</i>
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.	Year 7, Year 8, Year 9, Year 10 and Year 11	PSE Curriculum <i>Welcome to Woodlands Diet Exercise and the media Health and Wellbeing Making an effective step up Ensuring I can be successful</i>
The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.	Year 7, Year 8, Year 9, Year 10 and Year 11	PE Curriculum PSE Curriculum <i>Welcome to Woodlands Diet, Exercise and the Media, Health and Wellbeing, Personal Safety</i>
Internet Safety and Harms		

The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.	Year 7, Year 8 and Year 10	Computing Curriculum KS3 PSE Curriculum <i>The importance of E-Safety</i> <i>Diet, Exercise and the Media</i> <i>Personal Safety</i> <i>Risks of Gambling and Debt</i>
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.	Year 7, Year 8, and Year 10	Computing Curriculum KS3 PSE Curriculum <i>The importance of E-safety</i> <i>'My Friends told me to do it...'</i> <i>Personal Safety</i>
Physical Health and Fitness		
The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.	Year 7, Year 8, and Year 10	PE Curriculum KS3 PSE Curriculum Welcome to Woodlands <i>Diet Exercise and the Media</i> <i>Healthy Living Day</i> <i>Personal Safety</i>
The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health.	Year 7, Year 8, and Year 10	PE Curriculum KS3 PSE Curriculum <i>Healthy Living Day</i> <i>Diet, Exercise and the Media</i> <i>Personal Safety</i>
About the science relating to blood, organ and stem cell donation.	Year 10	Biology Curriculum PSE Curriculum <i>Personal Safety</i>
Healthy Eating		
How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.	Year 7, Year 8, Year 10 and Year 11	PSE Curriculum <i>Healthy Living Day</i> <i>Diet, Exercise and the Media</i> <i>Personal Safety</i> <i>Ensuring I can be successful</i>
Drugs, Alcohol and tobacco		
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.	Year 9 and Year 10	PSE Curriculum <i>Health and Wellbeing</i> <i>Personal Safety</i>
The law relating to the supply and possession of illegal substances.	Year 9 and Year 10	PSE Curriculum <i>Health and Wellbeing</i> <i>Personal Safety</i>

The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.	Year 9 and Year 10	PSE Curriculum <i>Health and Wellbeing</i> <i>Personal Safety</i>
The physical and psychological consequences of addiction, including alcohol dependency.	Year 9 and Year 10	PSE Curriculum <i>Health and Wellbeing</i> <i>Personal Safety</i>
Awareness of the dangers of drugs which are prescribed but still present serious health risks.	Year 9 and Year 10	PSE Curriculum <i>Health and Wellbeing</i> <i>Personal Safety</i>
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.	Year 9 and Year 10	PSE Curriculum <i>Health and Wellbeing</i> <i>Personal Safety</i>
Health and Prevention		
About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.	Year 8, Year 9 and Year 10	PSE Curriculum <i>Diet, Exercise and the Media</i> <i>Health and Wellbeing</i> <i>Personal Safety</i>
About dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.	Year 8 and Year 9,	PSE Curriculum <i>Diet, Exercise and the Media</i> <i>Health and Wellbeing</i>
(Late secondary) the benefits of regular self-examination and screening.	Year 10	PSE Curriculum <i>Personal Safety</i>
The facts and science relating to immunisation and vaccination.	Year 9 and Year 10	PSE Curriculum <i>Health and Wellbeing</i> <i>Personal Safety</i>
The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.	Year 7, Year 8, Year 10 and Year 11	PSE Curriculum <i>Welcome to Woodlands</i> <i>Diet, Exercise and the media</i> <i>Making an effective step up</i> <i>Ensuring I can be successful</i>
Basic First Aid		
Basic treatment for common injuries.	Year 7 and Year 10	PSE Curriculum <i>The Island Project</i> <i>Healthy Living Day</i> <i>Personal Safety</i>
Life-saving skills, including how to administer CPR.	Year 7	PSE Curriculum <i>Healthy Living Day</i>
The purpose of defibrillators and when one might be needed	Year 7 and Year 10	PSE Curriculum <i>Healthy Living Day</i> <i>Personal Safety</i>
Changing Adolescent Body		
Key facts about puberty, the changing adolescent body and menstrual wellbeing.	Year 8 and Year 9	PSE Curriculum <i>It's a part of growing up</i> <i>Sex and Healthy Relationships</i>

The main changes which take place in males and females, and the implications for emotional and physical health.	Year 8 and Year 10	PSE Curriculum <i>It's a part of growing up</i> <i>Personal Safety</i>
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Resources

The breadth of the curriculum necessitates the use of a wide variety of age-appropriate activities, textbooks and resources. We predominantly use materials approved by the DfE and PSHE Association. If you would like to discuss any of the resources used in more detail please contact the lead for PSHCE.

Who delivers RSHE at Allestree Woodlands School?

Since RSHE incorporates the development of self-esteem and relationships, students' learning does not just take place through the taught curriculum but through all aspects of school life, including the playground. It is important then that all staff understand they have a responsibility to implement this policy and promote aims of the school at any time they are dealing with students.

The PSE curriculum is delivered by form tutors who (where possible) remain with a form group from Year 7 to Year 11 allowing them to assess the maturity and needs of their students to develop their understanding and skills throughout the PSE curriculum year on year. All staff delivering RSHE will take part in training and be familiar with this policy. If a staff member has additional learning and development needs, these will be supported either through mentoring from a more experienced staff member, team-teaching, observations, or other appropriate training.

External speakers

External speakers may be used to enhance the delivery of RSHE. All external speakers deliver in line with our RSHE policy and safeguarding procedures.

- be suitably qualified to deliver RSHE sessions
- be aware of the school policy on RSHE and work within this
- be supervised by a member of staff at all times when on school premises
- alert the teacher to any safeguarding concerns
- understand their contribution they make to the broader RSHE programme
- be suitably vetted prior to being booked

Accessibility and Support

Equality, Inclusion and Support

In line with the Equality Act 2010 our school values acceptance of diversity, encourages respect for all and promotes tolerance for, and celebration of, difference. We do not discriminate against students because of any protected characteristic (age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation). At times, when there is an identified need, we may take positive action through our planning and delivery of RSHE to deal with disadvantages facing those with a particular characteristic.

RSHE will be accessible to all regardless of their gender. Through the delivery of RSHE teachers will explore gender stereotypes and how they may limit a person's potential and ensure that people of all genders receive information that is relevant to their needs.

There are many different faith and cultural perspectives on aspects of RSHE. As a school we will deliver RSHE in a factual, non-judgmental way ensuring that teachers do not promote one faith or cultural viewpoint but rather provide a balanced approach that acknowledges the wealth of views and opinions of

our community and teaches tolerance. At times in our programme we will explore different faith perspectives. Parents and carers are key partners in RSHE and are best placed to support their children to understand how learning at school fits with their family's faith, beliefs and values. To support this process we will ensure that parents are made aware of what will be taught in our RSHE programme and when.

We will use a range of materials and resources that reflect the diversity of our school population and encourage acceptance and tolerance. We want every student and family to feel included, celebrated, respected and valued.

A range of different families and relationships will be explored within RSHE, including same-sex relationships. Referencing a range of relationships will be integral to our programme of RSHE. All students whatever their identity, developing identity, or family background need to feel that RSHE is relevant to them and sensitive to their needs. This means that resources and books used will reflect both our school community and wider society.

SEND

Teachers will use the provided lesson stimulus and topic packs to inform their planning while tailoring their teaching strategies to meet the needs of individuals in their classroom. For some children, particularly those with special educational needs and disabilities, a tailored approach may be necessary to ensure learning outcomes are met – this will be discussed with parents/carers and based upon the individual needs of the student.

Vulnerable Students

Some students may have experienced adverse childhood experiences that may impact on their ability to engage with RSHE in a variety of ways. Care will be taken to ensure that, where this is the case, parents/carers are consulted about the most appropriate way for the student to access the curriculum.

Menstrual Wellbeing

Students who are menstruating will be supported in the following ways:

- Sanitary disposal units are available in female and unisex/accessible toilets
- Students can access free sanitary products in the Red Boxes placed in work rooms around the school site and signposted to students on the display screens and by tutors.

Assessment and Review

Within the PSE curriculum, teachers use a range of assessment strategies to track students' progress towards the learning objectives within each PSE module topic pack using PSHE Association recommended strategies. Teachers provide students with feedback verbally and written feedback at least once a term.

Role of parents and their right to withdraw

The Role of Parents

RSHE is a partnership between the School and parents/carers. We recognise that in RSHE, parents and carers play a core role and we therefore welcome their engagement with our programme. It is important that RSHE delivered within the School is explored in more detail within the context of individual families. We wish to build a positive and supporting relationship with the parents of children at our School through mutual understanding, trust and co-operation. In promoting this objective we:

- Inform parents about the School's RSHE policy and practice (prospectus/letters/emails/ website)
- Share and explain the curriculum content (knowledge organisers/ Meet the tutor evenings, reports)
- Answer any questions that parents may have about the RSHE of their child
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSHE in the School

- Conduct consultation on an annual basis about any needs in relation to our RSHE programme and policy

Any parents wanting more information about our RSHE curriculum can contact the Coordinator of PSE.

Right to withdraw from Sex Education

Whilst we always try to work with parents to explore their views, we also accept that parents can exercise their right to excuse their child from the sex education elements of our programme (other than that which comes within the Science curriculum). There is no right to withdraw from Relationships Education or Health Education. The RSHE we provide is planned to meet the needs of all students and give them the knowledge and skills they need to lead healthy lives. This avoids them receiving less accurate, second-hand information from peers if they do not access this education.

Up to three terms before students turn 16, parents have a right to withdraw them from sex education delivered as part of PSE. At this point, if the student themselves wishes to receive sex education rather than be withdrawn, the school will make arrangements for this to happen. To request that a student be excused from Sex Education parents should contact the Head Teacher. The Head Teacher will arrange to speak with parents to explore their views and ensure that the nature and purpose of RSHE is understood. A written record will be kept of this discussion.

The process above is the same for students with SEND, however in exceptional circumstances the Head Teacher may take account of a student's specific needs arising from their SEND when agreeing or not any application to be excused.

Teachers will plan appropriate, purposeful education for students who are withdrawn from sex education.