



ALLEESTREE WOODLANDS SCHOOL

Relationships, Sex and Health Education Policy

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

COURAGE

OPTIMISM

REGARD

ENDEAVOUR

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1. Introduction

What is Relationships, Sex and Health Education?

The Department for Education (DfE) defines sex and relationships education (SRE) as: 'Learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science, and others are taught as part of personal, social, health and economic education (PSHE).'

This document is informed by existing DfE guidance on:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education (last updated September 2021).
- Fundamental British Values as part of SMSC in schools (meeting the requirements of section 5 of the Education Act 2011, in the provision of SMSC).
- The PSHE Association Programme of Study for key stages 1-5 (DfE recommended).
- National curriculum in England: Citizenship programmes of study for key stages 3 and 4 (non-statutory).
- Equality Act 2010: Advice for schools (Revised June 2014).
- Ofsted Review of sexual abuse in Schools and Colleges 10th June 2021.
- Sexual violence and sexual harassment between children in schools and colleges September 2021.

Our Aim:

Our aim is to provide an RSHE programme that is age-appropriate and allows students to build, reflect and revisit upon key knowledge and skills across their time at Allestree Woodlands School. Learning about RSHE must give students accurate information about the body, reproduction, sex, and sexual health. It also gives children and young people essential skills for building healthy, enjoyable, respectful and non-exploitative relationships. It also encourages students to stay safe and avoid risk online and offline.

The school wants parents, carers and students to feel assured that sex education lessons will be delivered at an age-appropriate level to both the age and development of students, in a classroom where students feel safe to ask questions and learn about content that will enable them to make informed choices within their own lives.

2. Delivery of RSHE

Delivery of RSHE takes place as part of our Personal, Social, Health and Economic Education (PSHE) provision. Content is taught within 'Healthy Relationships' topics across the school year and for all year groups. This allows content to be revisited and built upon year-on-year.

RSHE and wider PSHE provision is developed in order to encourage students to reflect upon the school's CORE Values:

- *Courage to study real-world issues that impact young people now and their future selves.*
- *Optimism to problem-solve, look for solutions and give good advice in a range of different scenarios.*
- *Regard for one other by listening to different viewpoints, when discussing emotive topics.*
- *Endeavour to be resilient and to work hard to achieve one's full potential.*

Allestree Woodlands School believes that Relationship and Sex Education makes an essential contribution to every student's health, wellbeing and preparation for adult life. The School Policy is in line with current regulations from the Department of Education (DfE) on Relationships Education, Relationships and Sex Education (RSE) and Health Education (July 2019).

Wider curriculum

RSHE is also delivered through elements of the wider curriculum (Y7-11). Biological aspects of RSHE are taught within the Science curriculum; moral issues relating to marriage, faithfulness, sexuality, fertility treatments, domestic abuse and divorce are considered in RE lessons; and online protection issues are explored through Computing lessons.

Other methods of RSHE delivery include:

- Healthy Relationships topics taught each year within the PSHE curriculum, with 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 enrichment events
- Outside agency support for individual students (e.g. 'Art Therapy', 'Think For The Future', 'Catharsis')
- Pastoral support from the safeguarding and 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.

Key objectives of our RSHE Curriculum:

Healthy Relationships

- To develop knowledge and understanding of positive and healthy relationships, what they look like and the skills to form nurturing relationships of all kinds, not just intimate relationships.
- To explain the importance of trust and friendship in intimate relationships, and for students to assess the level of intimacy that they think is appropriate at different stages in relationships.
- To enable students to recognise unhealthy relationships and abuse and have the knowledge and skills to seek help for themselves or others.
- To develop understanding of how to evaluate expectations in romantic relationships, including knowledge about consent, and how to seek and communicate consent in an assertive way.
- To explore how to challenge prejudice, stereotypes and discrimination, as well as the signs and the facts of bullying in all forms, including online, and how to respond if bullying has taken place.
- To develop students' understanding of the benefits, risks and consequences of different levels of intimacy.
- To 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.
- To explain how intense feelings can lead to less well thought out choices, which themselves can have consequences.
- To demonstrate effective communication skills including assertiveness, active listening and valuing of others' feelings.
- To explore myths, assumptions, misconceptions and social norms about sex, gender and relationships.
- To understand roles within the family and parental responsibilities, pregnancy, marriage and forced marriage, as well as changing relationships.

Health and Wellbeing:

- To give students knowledge and skills to make informed, healthy decisions about their mental and physical health.
- To prepare students for the opportunities, responsibilities and experiences of adult life, supporting students to develop their self-worth and self-efficacy.
- To develop knowledge and understanding of sexuality and sexual health, including sexually transmitted infections, sexual orientation, contraception and reasons for delaying sexual activity.
- To support students to develop a positive sense of their own identity, showing respect for themselves and others, and having resilience.
- To provide students with the knowledge and skills to access appropriate support.

Personal safety:

- To develop an awareness and understanding of relevant laws, for example those around consent, sexual violence, rape, drugs and image sharing.
- To 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.
- To be able to recognise unhealthy, exploitive and abusive relationships and how to access support in abusive relationships and how to overcome challenges in seeking support.

- Knowledge around pregnancy, birth and miscarriage.
- Knowledge of honour-based violence and forced marriage and how to safely access support.

Guest speakers/outside agencies

We also invite guest speakers to facilitate sessions which relate to sex and relationships. It is our experience that students often engage better in sessions led by outside agencies in which sex, safety and relationships are covered.

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

3. RSHE content within PSHE lessons

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

The RSHE content studied can be found below:

What	When	Where
Families		
<i>That there are different types of committed, stable relationships</i>	<i>Year 7, 8, 9, 11</i>	<i>Why are healthy relationships important?, How can I build healthy and safe relationships, How can I maintain healthy relationships?, How can healthy relationships influence my home life?</i>
<i>How these relationships might contribute to human happiness and their importance for bringing up children.</i>	<i>Year 9 and 11</i>	<i>How can I maintain healthy relationships? How can healthy relationships influence my home life?</i>
<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</i>	<i>Year 9</i>	<i>How can I maintain healthy relationships?</i>

<i>married, for example, in an unregistered religious ceremony</i>		
<i>Why marriage is an important relationship choice for many couples and why it must be freely entered into.</i>	<i>See consent: year 7, 8, 9, 10 Marriage: year 9</i>	<i>How can I maintain healthy relationships?</i>
<i>The characteristics and legal status of other types of long-term relationships.</i>	<i>Year 9</i>	<i>How can I maintain healthy relationships?</i>
<i>The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.</i>	<i>Year 9 and 11</i>	<i>How can I maintain healthy relationships? Do I have the skills to make big decisions?</i>
<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.</i>	<i>Year 7, 8, 9, 10</i>	<i>What tools do I need to settle in effectively?, Why are healthy relationships important?, How can I maintain healthy relationships, How can I keep myself safe in an intimate relationship?</i>

Respectful relationships, including friendships		
<i>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.</i>	<i>Year 7, 8, 9, 10, 11</i>	<i>What tools do I need to settle in effectively?, Why are healthy relationships important? How can I remain safe online and offline? How can I build healthy and safe relationships, How can I maintain healthy relationships? Do I have the skills to make big decisions?</i>
<i>Practical steps they can take in a range of different contexts to improve or support respectful relationships.</i>	<i>Year 7</i>	<i>Why are healthy relationships important? How can I maintain a healthy relationship?</i>
<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).</i>	<i>Year 8</i>	<i>How do I identify and challenge discriminative behaviours? How can I play my role in a better community? Do I have the skills to make big decisions?</i>

<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.</i>	Year 8, 9, 10	<i>How do I identify and challenge discriminative behaviours? Why are British values important? Can we overcome challenges in a changing society?</i>
<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.</i>	Year 7, 8, 9	<i>How can I remain safe online and offline? How can lifestyle choices impact my wellbeing? How can I avoid risky behaviour? Also during lessons in 'where to get support' section.</i>
<i>That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</i>	Year 8	<i>How can I build healthy and safe relationships?</i>
<i>What constitutes sexual harassment and sexual violence and why these are always unacceptable.</i>	Year 8	<i>How can I build healthy and safe relationships? How can I keep myself safe in an intimate relationship? Am I aware of risk and crime?</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.</i>	Year 8, 10	<i>How do I identify and challenge discriminative behaviours? Can we overcome challenges in a changing society?</i>
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Online and media

<i>Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</i>	Year 9	<i>How can I remain safe online and offline? How can I play my role in a better community?</i>
<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.</i>	Year 7, 9	<i>How can I remain safe online and offline? How can I avoid risky behaviour?</i>

		<i>Am I aware of risk and crime?</i>
<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.</i>	Year 7, 9, 10	<i>How can I remain safe online and offline? How can I avoid risky behaviour? What are my rights and responsibilities?</i>
<i>What to do and where to get support to report material or manage issues online.</i>	Throughout	<i>Also during lessons in 'Where to get support' section.</i>
<i>The impact of viewing harmful content.</i>	Year 7, 10	<i>How can I remain safe online and offline? How can I best take care of my wellbeing? Am I aware of risk and crime?</i>
<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.</i>	Year 8, 9, 10	<i>'It's a part of growing up' How can I avoid risky behaviour? Am I aware of risk and crime?</i>
<i>That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.</i>	Year 8, 10	<i>How can I build healthy and safe relationships? Am I aware of risk and crime?</i>
<i>How information and data is generated, collected, shared and used online.</i>	Year 10	<i>What are my rights and responsibilities?</i>

Being safe

<i>The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage and honour-based violence.</i>	Year 8, 10	<i>How can I build healthy and safe relationships? How can I keep myself safe in an intimate relationship? Am I aware of risk and crime?</i>
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Intimate and sexual relationships, including sexual health

<i>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.</i>	Year 8, 10	<i>How can I build healthy and safe relationships? How can I keep myself safe in an intimate relationship? Do I have the skills to make big decisions?</i>
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<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.</i>	Year 10, 11	<i>How can I best take care of my wellbeing? What are my rights and responsibilities? Do I have the skills to make big decisions?</i>
<i>The facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.</i>	Year 9, 11	<i>Do I have the skills to make big decisions?</i>
<i>That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.</i>	Year 10	<i>How can I keep myself safe in an intimate relationship?</i>
<i>That they have a choice to delay sex or to enjoy intimacy without sex.</i>	Year 10	<i>How can I keep myself safe in an intimate relationship?</i>
<i>The facts about the full range of contraceptive choices, efficacy and options available.</i>	Year 9, 10	<i>How can I maintain a healthy relationship? How can I keep myself safe in an intimate relationship?</i>
<i>The facts around pregnancy including miscarriage.</i>	Year 11	<i>How can healthy relationships influence my home life?</i>
<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).</i>	Year 10	<i>How can I keep myself safe in an intimate relationship? Do I have the skills to make big decisions?</i>
<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.</i>	Year 10	<i>How can I keep myself safe in an intimate relationship? Do I have the skills to make big decisions?</i>
<i>About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.</i>	Year 10, 11	<i>How can I keep myself safe in an intimate relationship? How can healthy relationships influence my home life?</i>
<i>How the use of alcohol and drugs can lead to risky sexual behaviour.</i>	Year 11	<i>How can healthy relationships influence my home life?</i>
<i>How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</i>	Year 10, 11	<i>Discussed as part of resource pack in year 10</i>

		<i>and signposted at end of lessons.</i>
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Physical health and mental wellbeing:

What	When	Where
Mental Wellbeing		
<i>How to talk about their emotions accurately and sensitively, using appropriate vocabulary.</i>	Year 7, 10	<i>What tools do I need to settle in effectively? How can I best take care of my wellbeing?</i>
<i>That happiness is linked to being connected to others.</i>	Year 7, 8, 10	<i>Why are healthy relationships important? 'It's a part of growing up' How can I best take care of my wellbeing?</i>
<i>How to recognise the early signs of mental wellbeing concerns.</i>	Year 9, 10	<i>Lifelong skills How can I best take care of my wellbeing?</i>
<i>Common types of mental ill health (e.g., anxiety and depression).</i>	Year 10	<i>How can I best take care of my wellbeing?</i>
<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.</i>	Year 10	<i>How can I best take care of my wellbeing?</i>
<i>The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.</i>	Year 7, 8, 9	<i>How does puberty impact me? Why is being charitable a valuable part of society? How can I play my role in a better community?</i>

Internet safety and harms		
<i>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.</i>	Year 8, 9, 10	<i>'It's a part of growing up' Am I aware of risk and crime? Lifelong skills What are my rights and responsibilities? Can we overcome challenges in a changing society?</i>
<i>How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or</i>	Year 7 and throughout	<i>How can I remain safe online and offline?</i>

<i>find support, if they have been affected by those behaviours.</i>		<i>Also during lessons in 'where to get support' section.</i>
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Physical Health and Fitness		
<i>The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.</i>	Year 8, 10	<i>'It's a part of growing up' How can I best take care of my wellbeing?</i>
<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.</i>	Year 8, 11	<i>How can my lifestyle choices impact my wellbeing? Do I have the skills to make big decisions?</i>
<i>About the science relating to blood, organ and stem cell donation.</i>	Year 11	<i>Do I have the skills to make big decisions?</i>

Healthy Eating		
<i>How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.</i>	Year 7	<i>How does puberty impact me?</i>

Drugs, Alcohol and Tobacco		
<i>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.</i>	Year 9	<i>How can I avoid risky behaviour?</i>
<i>The law relating to the supply and possession of illegal substances.</i>	Year 9	<i>How can I avoid risky behaviour?</i>
<i>The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.</i>	Year 8	<i>How can my lifestyle choices impact my wellbeing?</i>
<i>The physical and psychological consequences of addiction, including alcohol dependency.</i>	Year 11	<i>How can healthy relationships influence my home life?</i>
<i>Awareness of the dangers of drugs which are prescribed but still present serious health risks.</i>	Year 9	<i>How can I avoid risky behaviour?</i>
<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.</i>	Year 8	<i>How can my lifestyle choices impact my wellbeing?</i>

Health and Prevention		
<i>About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.</i>	Year 7	<i>How does puberty impact me?</i>

<i>About dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.</i>	Year 7	<i>How does puberty impact me?</i>
<i>(Late secondary) the benefits of regular self-examination and screening.</i>	Year 11	<i>Do I have the skills to make big decisions?</i>
<i>The facts and science relating to immunisation and vaccination.</i>	Year 11	<i>Do I have the skills to make big decisions?</i>
<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.</i>	Year 8	<i>How can my lifestyle choices impact my wellbeing?</i>

Basic First Aid		
<i>Basic treatment for common injuries.</i>	Year 7	<i>What tools do I need to settle in effectively?</i>
<i>Life-saving skills, including how to administer CPR.</i>	Year 7, 8	<i>Drop down event.</i>
<i>The purpose of defibrillators and when one might be needed.</i>	Year 7, 8	<i>Drop down event.</i>

Changing Adolescent Body		
<i>Key facts about puberty, the changing adolescent body and menstrual wellbeing.</i>	Year 7, 8	<i>How does puberty impact me?, It's a part of growing up.</i>
<i>The main changes which take place in males and females, and the implications for emotional and physical health.</i>	Year 7, 8, 10	<i>How does puberty impact me?, It's a part of growing up, How can I best take care of my wellbeing?</i>

4. Roles and Responsibilities

Role of the Lead for PSHE

- To ensure that sex education is age-relevant and appropriate across all year groups.
- To ensure that the knowledge and information regarding RSHE, to which all students are entitled, is provided in a comprehensive way.
- To provide support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of sex education to students.
- To provide information and guidance to parents and carers, as requested.

Role of the teacher:

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 about, listening to and thinking about relationships, keeping safe, health, puberty and sex. To achieve this, a range of teaching strategies may be used, including:

- Establishing ground rules with students,
- Dealing with students' questions in an appropriate manner,
- Leading discussion and encouraging students to work through scenarios,
- Encouraging reflection,
- Using strategies for students who may not wish to raise suggestions in front of others,
- Responding to the needs of individual students.
- Encouraging students to seek support, if needed.
- Following the wider-school behaviour policy to support good behaviour and attitudes to learning.
- Creating opportunity for students to use red pen, to support with giving feedback and addressing misconceptions.

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 must be alerted.

Role of Students

- To be considerate of other people's feelings and beliefs. Students who regularly fail to follow these standards of behaviour will be dealt with using the school's behaviour policy.
- To be encouraged and to feel comfortable enough to talk to a member of staff regarding any concerns they have relating to sex education. Staff must consult the Safeguarding Leads if there is a child protection concern, or they feel ill-equipped to deal with the issue at hand.
- To provide feedback on the school's RSHE provision. Opinions on provision and comments can be given during the academic year and will be reviewed and taken into consideration when the curriculum is prepared for the following year's students. This will enable the PSHE and RSHE curriculum to stay relevant and meet the needs of students within our school's context.

Role of Parents and carers

- To share responsibility for sex education and support their children's personal, social and emotional development.
- To encourage students to talk about what they have studied in the classroom, to allow students to reflect on their knowledge and experience of lessons.
- To be vigilant and responsive to concerns relating to inappropriate material available or viewed online.
- To be encouraged to seek additional support in this from the school where they feel it is needed.

- To access the PSHE curriculum pages on the Allestree Woodlands School website, where parental surveys on PSHE can be completed and curriculum content can be viewed.

5. Monitoring, Evaluation and Review

This policy will be reviewed on a two-year basis. At this point, feedback from staff, students, parents and carers will be taken into account. During the academic year, learning walks, 'book looks' and classroom observations will be used to further develop PSHE and RSHE provision.

PSHE Association guidance as well as any change of policy at a national level will be used in order to provide an effective curriculum for our students.

6. Equality

In line with the Equality Act 2010, our school values and 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, where there is an identified need, we may take positive action through our planning and delivery of RSHE to consider the experiences facing those with a particular characteristic.

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

There are many faith and cultural perspectives within the RSHE curriculum. As a school we will deliver RSHE in a factual, non-judgmental way, and showing that teachers do not promote 1 faith or cultural viewpoint but rather provide a balanced approach that acknowledges the wealth of views and opinions our community, which helps to build understanding and tolerance within our students. Parents and carers are key partners in RSHE and are best place to support their children to understand how learning at school fits with their families 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.

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 lesson resources will reflect both our school community and wider society.

This policy is sensitive to the range of religious and cultural views about sexual behaviour whilst ensuring that pupils have access to the learning, they need to stay safe, healthy and understand their rights as individuals. The curriculum they learn is clear, planned and builds knowledge over time on matters such as the changes of puberty, abortion, and conception, as well as covering the law in relation to, for example, forced marriage and female genital mutilation (FGM). The wider PSHE curriculum at Allestree Woodlands School also focusses on challenging discriminative behaviour, including gender and LGBTQ+ equality and bullying.

Pupils with SEND

As far as possible and appropriate, pupils with special educational needs should follow the same PSHE and RSHE curriculum as all other students. Scaffolding activities is considered when content is taught, and in some cases, content taught may be adapted. Teachers and/or learning support staff work with students where required, and if appropriate. Pupils with special educational needs should not be withdrawn from PSHE/RSHE topics, given the level of importance of the content covered and potentially increased vulnerabilities.

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, pastoral teams and/or 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, in assemblies and by tutors.

7. Right to Withdrawal

The school aims to keep parents and carers informed about the PSHE and RSHE curriculum and urges them to read this policy. Furthermore, detail of what is taught in PSHE can be accessed via the school website.

Parents do have their statutory right to withdraw children in their care from all aspects of sex education. This excludes withdrawal from the elements on human growth and reproduction which fall under the Science National Curriculum.

Except in exceptional circumstances, we will respect the parents' request to withdraw their child upto 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 will make arrangements to provide the child with sex education during one of those terms.

All children will have the right to opt into sex education three terms before they turn 16 and the school will make arrangements for this to happen. In practice, this means that when a child turns 15, they have the right to be taught sex education if they want to.

Any parents/carers wishing to withdraw children in their care from sex education should contact the

Lead for PSHE, who will discuss their concerns with them. An 'opt-out' form (appendix 1) is also found at the end of this policy and is designed to support the decision of parents and carers. Allestree Woodlands School believes that sex education is a vital part of the curriculum and of keeping children safe, and we urge parents/carers to carefully consider their decision before withdrawing children in their care from this aspect of their education. However, it is acknowledged that the final decision about the issue is for the parents/carers to take.

Lessons that are categorised under Sex Education are as follows:

Awareness of Sexual Orientation (year 8)
Harmful Sexual Behaviour (year 8)
Avoiding Assumptions (year 9)
In Control of My Choices (year 9)
Freedom to Give Consent (year 9)
Teenage Pregnancy (year 9)
Consequences and Law around Nudes (year 9)
The Role of Intimacy (year 10)
Why Have Sex? (year 10)
Pressure, Persuasion and Staying in Control (year 10)
Contraception and STIs (year 10)
Watching Inappropriate Content (year 10)

Viewing RSHE-specific lesson content and resources

In line with current legislation, parents can request to view the resources that we use in our RSHE and sex education-specific lessons. We are happy to facilitate this and ask that parents contact the Lead for PSHE to organise an appointment to view resources. A selection of resources is also available on the PSHE homepage on the Allestree Woodlands School website.

