



## R.S.E Policy

**Adopted by Netherhall School Governing Body**

**On: 21 September 2021**

**Signed:**  . (Neil Watt, Chair of Governors)

**Date by which the procedure was last reviewed: October 2023**

**Anticipated review date: October 2024**

### **Equality Act 2010**

Our school is committed to equality both as an employer and a service provider. We welcome our general duty under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations. In addition we recognise our specific duties to publish information every year about our school population; explain how we have due regard for equality; publish equality objectives which show how we plan to tackle particular inequalities and reduce or remove them.

We recognise our duty to ensure no-one experiences harassment, less favourable treatment or discrimination because of their age, any disability they may have, their ethnicity, colour or national origin, their gender identity or reassignment, their marital or civil partnership status, being pregnant or having recently had a baby, their religion or belief, their sexual identity and orientation.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion and British values.

## **Introduction**

At Netherhall School, we understand the importance of educating students about sex, relationships and their health, to enable them to make responsible and well-informed decisions in their lives.

The teaching of RSE and health education can help to prepare students for the opportunities, responsibilities and experiences of adult life. Providing them with the confidence to make safe, healthy and informed choices as young people. The delivery of RSE through personal development will offer opportunities for students to understand their bodies and reflect on their relationship values. We hope it will reduce the risk of unhealthy and abusive relationships. It allows us to promote the spiritual, moral, social, cultural, mental and physical development of pupils at school and in the wider society.

We have an obligation to provide students with high-quality, evidence and age-appropriate teaching of these subjects. As an inclusive school, we respect the differences and rights of people to be themselves and the themes of respect, safety of oneself and others is at the forefront of the taught curriculum.

This policy outlines how the school's RSE and health education curriculum will be organised and delivered to ensure it meets the needs of all students.

## **Legislation**

From September 2020 the guidance document 'Relationships Education, Relationships and Sex Education (RSE) and Health Education: statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers' became statutory. This document clearly sets out the curriculum content that secondary schools must deliver for RSE and Health Education. This document contains information on what schools should do and sets out the legal duties with which schools must comply when teaching Relationships Education, Relationships and Sex Education (RSE) and Health Education.

### **[Relationships Education RSE and Health Education.pdf](#)**

## **Organisation and delivery**

The RSE programme will be led by Assistant Headteacher- Miss Barcock and taught by the personal development department.

In Years 7-13, RSE will be delivered through personal development lessons by personal development teachers. All those contributing to Relationships & Sex education will work within an agreed framework, as set out in this policy. In addition to this CPD will be provided to ensure staff are well prepared to deliver the content.

The RSE programme will be taught through a range of teaching approaches and activities. All students in Netherhall School have access to Relationships & Sex education. Opportunities to evaluate the programme will be made available, through personal development lessons, and via the school council.

Topics are revisited to allow provision for previous absence and different levels of understanding, maturity and learning abilities. Students identified with Special Educational Needs and Disabilities (SEND) also receive this programme, with additional support from teaching assistants as required.

On occasion and when appropriate, we will work with external specialist organisations, consultants and healthcare professionals to ensure the personal development curriculum reflects current best practice.

## **Curriculum Design**

The RSE programme at Netherhall School is part of our whole school PSHE education provision and will cover the required themes as set out in *'Relationships Education, Relationships and Sex Education (RSE) and Health Education: statutory guidance*. The content delivered in RSE across each key stage is attached.

Staff will ensure RSE is inclusive of all students and matched to the individual needs of our students through careful planning and collaborative practice with the learning support department.

Lessons will be differentiated by class teachers to ensure that content explored and materials used are age appropriate. Selected resources, such as books and film clips, will be used to support and promote understanding within a moral context and the moral obligation we have to protect our students from exploitation and abuse.

Learning about relationships and sex education in personal development lessons will link to/complement learning in science, religious studies, ICT and PE.

Assessments in the form of examinations do not take place in RSE. We take the approach of enabling students to demonstrate a growing understanding as they display increased knowledge and development of skills. Students will carry out mini-assessments in the form of knowledge checks in the units covered. Evaluation time will be offered to the students and they will be encouraged to progress through self-assessments relating to the units covered.

## **RSE and Special Educational Needs and Disabilities**

Where possible all students will remain in their existing lessons for RSE delivery. Students with SEND or students who have been identified as likely to need support with RSE will either receive the support of a teaching assistant during their RSE lessons; or arrangements will be made for specific students to be withdrawn from RSE lessons to receive a differentiated version of the RSE programme delivered by the learning support department. The SENDCo and Head of Personal Development will make the relevant plans prior to the delivery of RSE units of work.

## **Safety and effective practice**

All lessons will be delivered in a safe environment. Teachers and students will agree and establish ground rules so that young people are aware of the limits within which they are working, encouraging respect and further promoting a safe environment.

During RSE lessons (and at other times) debatable topics and issues which need to be handled sensitively may arise. These will be considered during department meetings prior to delivery which will include the judgement of individual teachers, who will decide as to whether the subjects are suitable for whole class discussion.

Distancing techniques such as being in a role, empathising with a character or speaking in response to the actions of others (real or imaginary) will be used to prevent personal situations being the focus of discussion and will enable students to explore their feelings about issues safely, because they are not speaking or acting out their own life situations.

Teachers will try to answer students' questions honestly, sensitively and in such a way that takes the context into account. In all circumstances, the professional judgement of the teacher must come in to play. If a question is felt to be inappropriate, the teacher will acknowledge it and deal with it outside the whole class setting, or make a referral to the senior leadership team or the safeguarding team where necessary.

Teachers and students will show respect for different types of families, genders and sexualities. Students should never be asked to disclose their sexual orientation or personal information about themselves or others. However, they should be reminded if they need help or support for themselves or a friend, they should seek advice from an appropriate adult.

All staff teaching personal development, including the delivery of RSE, will be supported by the Head of the Personal Development Department and Headteacher.

## **Safeguarding the delivery of RSE**

Our teachers are aware that it is effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, which may lead to a disclosure of a safeguarding or child protection issue.

If a class teacher or teaching assistant present in the class, has any concerns they must follow the school procedures and inform the Designated Safeguarding Lead- Mrs Holliday or in her absence a member of the Safeguarding Team. They should also record their concerns on the CPOMS system.

## **Visitors and External Agencies**

On occasions where deemed appropriate, visitors, guest speakers, health professionals and external agencies will be used to enhance the RSE curriculum provision. Any of the above will be clear about the boundaries of their input and will be aware of the Relationships & Sex Education curriculum, relevant school policies and their work will be planned and agreed in advance.

Reflection and evaluation of the delivered sessions will take place in relation to the resources and effectiveness as judged by the personal development department. Future invitations will be offered by the department for all sessions deemed suitable and beneficial to the students.

## **Stakeholders**

Netherhall School is committed to working with parents and carers and deem their support fundamental to the success of our RSE curriculum. While we have an educational and legal obligation to provide young people with Relationships & Sex Education, we respect the primary role of the parents in educating their children about these matters.

Our RSE programme is outlined in the personal development curriculum plans which are shared each half term with parents and carers. The RSE curriculum can also be found attached.

Opportunity to discuss the content and delivery of the RSE curriculum can be arranged with the Head of Personal Development/Assistant Headteacher- Miss Barcock on request.

[l.barcock@netherhall.cumbria.sch.uk](mailto:l.barcock@netherhall.cumbria.sch.uk)

## **Withdrawal from RSE**

Parents have the right to request that their child be withdrawn from some or all of sex education lessons delivered as part of statutory RSE; this excludes what is delivered as part of the science curriculum.

A parental request to withdraw one's child from RSE will be respected by the school up to and until three school terms before the child turns 16. After that point, if the student wishes to receive Relationships and Sex Education rather than be withdrawn, the school should make arrangements to provide the child with RSE during one of those terms. (Section 47 of new statutory guidance).

## **Monitoring, reporting and evaluation**

Teachers will critically reflect on their work in delivering RSE through the curriculum reviews held in department meetings.

Lesson drop-ins and observations will take place throughout the school year. Follow up discussions will occur in line management meetings/department meetings and this will also be shared with SLT.

Students will have opportunity to review and reflect on their learning during lessons.

Student voice will be built into lessons and observations. It will be influential in adapting and amending planned learning activities.

## **Linked policies**

- Behavioural Policy
- SEND Policy
- Online Safety Policy
- Equality Policy
- Child Protection and Safeguarding Policy

*Policy review date: September 2024.*



# Relationships, Sex & Health Education (RSHE)

Contact: Miss Barcock (Assistant Headteacher) [l.barcock@netherhall.cumbria.sch.uk](mailto:l.barcock@netherhall.cumbria.sch.uk)

# KS3

KS4	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<b>Year 10</b>	<p><b>Living responsibly</b></p> <ol style="list-style-type: none"> <li>1- Managing time</li> <li>2- Revision</li> <li>3- Living sustainably</li> <li>4- Homelessness</li> <li>5- Hate crime</li> <li>6- Mental health awareness day (Lesson must be completed the week commencing 9<sup>th</sup> of October)</li> <li>7- Binge drinking</li> <li>8- Tattoos</li> </ol>	<p><b>Mental health and wellbeing</b></p> <ol style="list-style-type: none"> <li>1. Grief and loss</li> <li>2. Suicide</li> <li>3. Social media and self esteem</li> <li>4. Screen time</li> </ol> <ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>		<p><b>Relationships</b></p> <ol style="list-style-type: none"> <li>1- Conflict management.</li> <li>2- Forced and arranged marriage.</li> <li>3- Harassment and stalking</li> <li>4- Revenge porn</li> <li>5- Relationship with role models</li> </ol>	<p><b>Relationships</b></p> <ol style="list-style-type: none"> <li>1- Sam sex relationships</li> <li>2- Gender and trans identity</li> <li>3- Community cohesion</li> <li>4- Sexism</li> <li>5- Parenting</li> </ol>
<b>Year 11</b>	<p><b>Health and wellbeing</b></p> <ol style="list-style-type: none"> <li>1- Identity and diversity</li> <li>2- Privilege</li> <li>3- Body positivity</li> <li>4- Fertility</li> <li>5- Mental health awareness day (Lesson must be completed the week commencing 9<sup>th</sup> of October)</li> </ol>	<p><b>Health and wellbeing</b></p> <ol style="list-style-type: none"> <li>1- Perseverance</li> <li>2- Sleep</li> <li>3- Risk taking</li> <li>4- Gambling</li> <li>5- Digital footprint</li> <li>6- Personal safety</li> <li>7- How to revise</li> </ol>	<p><b>Relationship safety</b></p> <ol style="list-style-type: none"> <li>1- Bullying and body shaming</li> <li>2- Types of relationships</li> <li>3- Consent rape and sexual harassment</li> <li>4- Sex</li> <li>5- Safe sex and chem sex</li> <li>6- Breakups</li> <li>7- Happiness and positivity</li> </ol>	<ul style="list-style-type: none"> <li>•</li> </ul>		



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# KS4

KS4	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Year 10	<p><b>Living responsibly</b></p> <ul style="list-style-type: none"> <li>9- Managing time</li> <li>10-Revision</li> <li>11-Living sustainably</li> <li>12-Homelessness</li> <li>13-Hate crime</li> <li>14- Mental health awareness day (Lesson must be completed the week commencing 9<sup>th</sup> of October)</li> <li>15-Binge drinking</li> <li>16-Tattoos</li> </ul>	<p><b>Mental health and wellbeing</b></p> <ul style="list-style-type: none"> <li>5. Grief and loss</li> <li>6. Suicide</li> <li>7. Social media and self esteem</li> <li>8. Screen time</li> <li>•</li> </ul>	•		<p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>6- Conflict management.</li> <li>7- Forced and arranged marriage.</li> <li>8- Harassment and stalking</li> <li>9- Revenge porn</li> <li>10-Relationship with role models</li> </ul>	<p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>6- Sam sex relationships</li> <li>7- Gender and trans identity</li> <li>8- Community cohesion</li> <li>9- Sexism</li> <li>10-Parenting</li> </ul>
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# KS5

KS5	<u>Autumn HT1/2</u>	<u>Spring HT1/2</u>	<u>Summer HT1/2</u>
Year 12	<p style="text-align: center;"><b>Sex and relationships</b></p> <ul style="list-style-type: none"> <li>1- Honour based violence</li> <li>2- Feminism</li> <li>3- Date rape drugs</li> </ul> <p style="text-align: center;"><b>Health and well-being</b></p> <ul style="list-style-type: none"> <li>17-Class A drugs (2 lessons)</li> <li>18-Class B drugs</li> <li>19-Class C drugs</li> <li>20-Relaxation</li> <li>21-How to revise</li> <li>22- Mental health awareness</li> </ul>	<p style="text-align: center;"><b>Relationships and society</b></p> <ul style="list-style-type: none"> <li>11-Critical thinking and fake news</li> <li>12-Free speech and hate speech</li> <li>13-Social justice</li> </ul> <p style="text-align: center;"><b>Health and wellbeing</b></p> <ul style="list-style-type: none"> <li>11-Cosmetic surgery</li> <li>12-Gender and identity</li> <li>13-Miscarriage and unplanned pregnancy</li> </ul>	
Year 13	<p style="text-align: center;"><b>Health and wellbeing</b></p> <ul style="list-style-type: none"> <li>1. Mental health awareness</li> </ul> <p style="text-align: center;"><b>Relationships</b></p> <ul style="list-style-type: none"> <li>1- Sex and the media</li> <li>2- Sex readiness</li> <li>3- Controlling relationships</li> <li>4- Ageism</li> </ul>	<p style="text-align: center;"><b>Health and wellbeing</b></p> <ul style="list-style-type: none"> <li>1- Climate change</li> <li>2- Toxic and positive masculinity</li> <li>3- Emotional wellbeing</li> <li>4- Emotional wellbeing</li> <li>5- Drugs and festivals</li> <li>6- STI's</li> <li>7- Healthy eating</li> </ul> <p style="text-align: center;"><b>Relationships</b></p> <ul style="list-style-type: none"> <li>1- Culture wars</li> <li>2- Call out culture</li> <li>3- Cultural appropriation</li> <li>4- Tolerating intolerance</li> <li>5- Subculture and extremism</li> </ul>	