
RSE and Health Education Policy (Senior School)

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1. Policy Statement

At Ewell Castle School, we understand the importance of educating pupils about sex, relationships and their health, for them to make responsible and well-informed decisions in their lives.

The teaching of RSE and health education can help to prepare pupils for the opportunities, responsibilities and experiences of adult life. 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 pupils with high-quality, evidence and age-appropriate teaching of these subjects. 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 pupils.

2. Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

1. Equality Act 2010
2. The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
3. Children and Social Work Act 2017
4. DfE (2021) 'Keeping children safe in education (2023)'
5. DfE (2021) 'Teaching about relationships, sex and health'
6. DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
7. DfE (2015) 'National curriculum in England: science programmes of study'

3. Roles and responsibilities

The governing board is responsible for:

1. Ensuring all pupils make progress in achieving the expected educational outcomes.
2. Ensuring the RSE and health education curriculum is well-led, effectively managed and well-planned.
3. Evaluating the quality of provision through regular and effective self-evaluation.
4. Ensuring that teaching is delivered in ways that are accessible to all pupils with SEND.
5. Providing clear information to parents on the subject content and the right to request that their child is withdrawn.
6. Ensuring RSE and health education is resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.

The headteacher is responsible for:

1. The overall implementation of this policy.
2. Ensuring all staff are suitably trained to deliver the subjects.
3. Ensuring parent are fully informed of this policy.
4. Reviewing all requests to withdraw pupils from non-statutory elements of the RSE and health education curriculum.
5. Discussing withdrawal requests with parents, and the pupil if appropriate, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum, including the benefits of receiving the education.

Subject teachers are responsible for:

6. Acting in accordance with, and promoting, this policy.
7. Delivering RSE and health education in a manner that is sensitive, of high quality and appropriate for each year group.
8. Ensuring they do not express personal views or beliefs when delivering the curriculum.
9. Planning lessons effectively, ensuring a range of appropriate teaching methods and resources are used to cover the content.
10. Modelling positive attitudes to RSE and health education.
11. Liaising with the SENCO to identify and respond to individual needs of pupils with SEND. Liaising with the RSE and health education subject leader on key topics, resources and support for individual pupils.
12. Monitoring pupil progress in RSE and health education.
13. Reporting any concerns regarding the teaching of RSE or health education to the RSE and health education subject leader or a member of the SLT.
14. Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the DSL.
15. Responding appropriately to pupils whose parents have requested to withdraw them from the non-statutory components of RSE, by providing them with alternative education opportunities.

The Head of Learning Support is responsible for:

16. Advising teaching staff how best to identify and support pupils' individual needs.
17. Advising staff on the use of Learning Support Assistants in order to meet pupils' individual needs.

4. Organisation of the RSE and health education curriculum

For the purpose of this policy:

18. "Relationships and sex education" is defined as teaching pupils about developing healthy, nurturing relationships of all kinds, and helping them to understand human sexuality and to respect themselves and others.
19. "Health education" is defined as teaching pupils about how they can make good decisions about their own health and wellbeing, and how physical health and mental wellbeing are interlinked.

The RSE and health education curriculum is developed in consultation with teachers, pupils and parents, and in accordance with DfE recommendations.

The views of teachers, pupils and parents have been gathered in a range of ways, including:

1. Questionnaires
2. Meetings
3. Letters
4. Training sessions

The majority of the RSE and health education curriculum will be delivered through PSHE education, with statutory elements taught via the science curriculum. The Head of PSHE and RSE and health education subject leader will work closely with their colleagues in related curriculum areas to ensure the curriculum complements and does not duplicate the content covered in national curriculum subjects.

The school will ensure that the curriculum remains in line with the DfE's 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' guidance at all times.

The school will consider the context and views of the wider local community when developing the curriculum to ensure it is reflective of circumstances in the local area. The religious background of all pupils will also be considered when planning teaching, to ensure all topics included are appropriately handled.

The RSE and health education curriculum will be informed by topical issues in the school and wider community, to ensure it is tailored to pupils' needs, e.g. if there was a local prevalence of specific sexually transmitted infections, our curriculum would be tailored to address this issue.

5. RSE subject overview

RSE will continue to develop pupils' knowledge as per the spiral curriculum on the topics taught at a primary level and including, but not exclusively, all the statutory requirements outlined by the DfE.

Families

By the end of secondary school, pupils will know:

1. That there are different types of committed, stable relationships.
2. How these relationships might contribute to human happiness and their importance for bringing up children.
3. 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.
4. Why marriage is an important relationship choice for many couples and why it must be freely entered into.
5. About the characteristics and legal status of other types of long-term relationships.
6. About the roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting.

Pupils will also know how to:

1. Determine whether other children, adults or sources of information are trustworthy.
2. Judge when a family, friend, intimate or other relationship is unsafe, and recognise this in others' relationships.
3. Seek help or advice if needed, including reporting concerns about others.

6. Respectful relationships, including friendships

By the end of secondary school, pupils will know:

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

7. Online and media

By the end of secondary school, pupils will know:

1. Their rights, responsibilities and opportunities online, and that the same expectations of behaviour apply in all contexts.
2. About online risks, including that material shared with another person has the potential to be shared online and the difficulty of removing potentially compromising material placed online.
3. Not to provide material to others that they would not want shared further and not to share personal material which they receive.
4. What to do and where to get support to report material or manage issues online.
5. The impact of viewing harmful content.
6. 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.

7. That sharing and viewing indecent images of children is a criminal offence which carries severe penalties, including jail.
8. How information and data is generated, collected, shared and used online.

8. Being safe

By the end of secondary school, pupils will know:

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

9. Intimate and sexual relationships, including sexual health

1. By the end of secondary school, pupils will know:
2. 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.
3. That all aspects of health can be affected by choices they make in sex and relationships, positively and negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.
4. The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for both men and women.
5. The range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.
6. That they have a choice to delay sex or enjoy intimacy without sex.
7. The facts about the full range of contraceptive choices, their effectiveness and options available.
8. The facts around pregnancy including miscarriage.
9. That there are choices in relation to pregnancy, with legally and medically accurate, impartial information on all options including keeping the baby, adoption, abortion and where to get further help.
10. How the different sexually transmitted infections (STIs) are transmitted, how risk can be reduced through safer sex and the importance of facts about testing.
11. About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.
12. How the use of alcohol and drugs can lead to risky sexual behaviour.
13. How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

10. RSE programmes of study

The school will determine an age-appropriate, developmental curriculum which meets the needs of

young people and includes the statutory content outlined in Section 4 of this policy. Please find K34 and KS4 programmes of study here:

<https://www.ewellcastle.co.uk/assets/filemanager/ecs-files-2020/PSHE%20Programme%20of%20Study%20KS4%20Year%2010,11%20-%202023-2024.pdf>

and here:

<https://www.ewellcastle.co.uk/assets/filemanager/ecs-files-2020/PSHE%20Programme%20of%20Study%20KS3%20Years%207,8,9%202023-2024.pdf>

11. Health education subject overview

The physical health and mental wellbeing curriculum will continue to develop pupils' knowledge on the topics taught at a primary level, in addition to the content outlined in this section.

Mental wellbeing

By the end of secondary school, pupils will know:

1. How to talk about their emotions accurately and sensitively, using appropriate vocabulary.
2. That happiness is linked to being connected to others.
3. How to recognise the early signs of mental wellbeing concerns.
4. About common types of mental ill health, e.g. anxiety and depression.
5. 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.
6. About the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.

Internet safety and harms

By the end of secondary school, pupils will know:

1. About the similarities and differences between the online world and the physical world, including the impact of unhealthy or obsessive comparison with others online, over-reliance on online relationships, the risks related to online gambling, how information is targeted at them and how to be a discerning consumer of information online.
2. 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.

Physical health and fitness

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

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

Healthy eating

By the end of secondary school, pupils will know how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.

Drugs, alcohol and tobacco

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

1. The facts about legal and illegal drugs and their associated risks, including the link between drug use and serious mental health conditions.
2. The law relating to the supply and possession of illegal substances.
3. The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.
4. The physical and psychological consequences of addiction, including alcohol dependency.
5. The dangers of drugs which are prescribed but still present serious health risks.
6. The facts about the harms from smoking tobacco, the benefits of quitting and how to access the support to do so.

Health and prevention

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

1. Personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.
2. Dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.
3. The benefits of regular self-examination and screening.
4. The facts and science relating to immunisation and vaccination.
5. The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.

Basic first aid

By the end of secondary school, pupils will know:

1. Basic treatments for common injuries.
2. Life-saving skills, including how to administer CPR.
3. About the purpose of defibrillators and when one might be needed.

Changing adolescent body

By the end of secondary school, pupils will know:

1. Key facts about puberty, the changing adolescent body and menstrual wellbeing.
2. About the main changes which take place in males and females, and the implications for emotional and physical health.

12. Health education programmes of study

The school will determine an age-appropriate, developmental curriculum which meets the needs of young people and includes the statutory content outlined in section 6 of this policy.

Year 7

- how to identify, express and manage their emotions in a constructive way
- how to manage the challenges of moving to a new school
- how to establish and manage friendships
- how to improve study skills
- how to identify personal strengths and areas for development
- personal safety strategies and

travel safety, e.g. road, rail and water • how to respond in an emergency situation • basic first aid

- how to make healthy lifestyle choices including diet, dental health, physical activity and sleep • how to manage influences relating to caffeine, smoking and alcohol • how to manage physical and emotional changes during puberty • about personal hygiene • how to recognise and respond to inappropriate and unwanted contact • about FGM and how to access help and support

Year 8

- about medicinal and reactional drugs • about the over-consumption of energy drinks • about the relationship between habit and dependence • how to use over the counter and prescription medications safely • how to assess the risks of alcohol, tobacco, nicotine and e-cigarettes • how to manage influences in relation to substance use • how to recognise and promote positive social norms and attitudes • about attitudes towards mental health • how to challenge myths and stigma • about daily wellbeing • how to manage emotions • how to develop digital resilience • about unhealthy coping strategies (e.g. self-harm and eating disorders) • about healthy coping strategies

Year 9

- how to distinguish between healthy and unhealthy friendships • how to assess risk and manage influences, including online • about 'group think' and how it affects behaviour • how to recognise passive, aggressive and assertive behaviour, and how to communicate assertively • to manage risk in relation to gangs • about the legal and physical risks of carrying a knife • about positive social norms in relation to drug and alcohol use • about legal and health risks in relation to drug and alcohol use, including addiction and dependence • about the relationship between physical and mental health • about balancing work, leisure, exercise and sleep • how to make informed healthy eating choices • how to manage influences on body image • to make independent health choices • to take increased responsibility for physical health, including testicular self-examination

Year 10

- how to manage challenges during adolescence • how to reframe negative thinking • strategies to promote mental health and emotional wellbeing • about the signs of emotional or mental ill-health • how to access support and treatment • about the portrayal of mental health in the media • how to challenge stigma, stereotypes and misinformation • about positive and negative role models • how to evaluate the influence of role models and become a positive role model for peers • about the media's impact on perceptions of gang culture • about the impact of drugs and alcohol on individuals, personal safety, families and wider communities • how drugs and alcohol affect decision making • how to keep self and others safe in situations that involve substance use • how to manage peer influence in increasingly independent scenarios, in relation to substances, gangs and crime • exit strategies for pressurised or dangerous situations • how to seek help for substance use and addiction

Year 11

- about positive and negative role models • how to evaluate the influence of role models and become a positive role model for peers • about the media's impact on perceptions of gang culture • about the impact of drugs and alcohol on individuals, personal safety, families and wider communities • how drugs and alcohol affect decision making • how to keep self and others safe in situations that involve substance use • how to manage peer influence in increasingly independent scenarios, in relation to substances, gangs and crime • exit strategies for pressurised or dangerous situations • how to seek help for substance use and addiction • how to assess and manage risk and safety in new independent situations (e.g. personal safety in social situations and on the roads) • emergency first aid skills • how to assess emergency and non-emergency situations and contact appropriate services • about the links between lifestyle and some cancers • about the importance of screening and how to perform self-examination • about vaccinations and immunisations • about registering with and accessing doctors, sexual health clinics, opticians and other health services • how to manage influences and risks relating to cosmetic and aesthetic body alterations • about blood, organ and stem cell donation

13. Delivery of the curriculum

Through effective organisation and delivery of the RSE and health education, we will ensure that:

1. Core knowledge is sectioned into units of a manageable size.
2. The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work.
3. Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.

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

The RSE and health education curriculum will be delivered by appropriately trained members of staff and some external agencies, where appropriate.

The curriculum will proactively address issues in a timely way in line with current evidence on pupil's physical, emotional and sexual development. RSE and health education will be delivered in a non-judgemental, age-appropriate, factual and inclusive way that allows pupils to ask questions in a safe environment.

Teaching of the curriculum reflects requirements set out in law, particularly in the Equality Act 2010, so that pupils understand what the law does and does not allow, and the wider legal implications of the decisions they make.

The school will integrate LGBTQ+ content into the RSE curriculum – this content will be taught as part of the overall curriculum, rather than a standalone topic or lesson. LGBTQ+ content will be approached in a sensitive, age-appropriate and factual way that allows pupils to explore gender identity and the features of stable and healthy same-sex relationships.

The curriculum will be designed to focus on pupils of all gender identities and expressions and activities will be planned to ensure all are actively involved.

The school will ensure it delivers teaching on sensitive topics, e.g. the body, in a way that is appropriate and sensitive to the various needs of the school community, e.g. cultural background.

All teaching and resources will be assessed by the Head of PSHE and RSE and health education subject leader to ensure they are appropriate for the age and maturity of pupils, are sensitive to their religious backgrounds and meet the needs of any SEND, if applicable. Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning. Inappropriate images, videos, etc., will not be used, and resources will be selected with sensitivity given to the age and cultural background of pupils. Pupils will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures taken to ensure this are outlined in the school's Online Safety Policy, and Acceptable Terms of Use Agreement.

Teachers will establish what is appropriate for one-to-one and whole-class settings, and alter their teaching of the programmes accordingly. Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively and honestly.

Teachers will focus heavily on the importance of healthy relationships, including marriage, when teaching RSE, though sensitivity will always be given as to not stigmatise pupils on the basis of their home circumstances. In teaching the curriculum, teachers will be aware that pupils may raise topics such as self-harm and suicide. When talking about these topics in lessons, teachers will be aware of the risks of

encouraging these behaviours and will avoid any resources or material that appear as instructive rather than preventative.

Teachers will ensure lesson plans focus on challenging perceived views of pupils based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.

At all points of delivery of the curriculum, parents will be consulted, and their views will be valued. What will be taught and how, will be planned in conjunction with parents.

The procedures for assessing pupil progress are outlined in section 15 of this policy.

14. Curriculum links

The school will seek opportunities to draw links between RSE and health education and other curriculum subjects wherever possible to enhance pupils' learning. RSE and health education will be linked to the following subjects:

1. **Citizenship** – pupils are provided with the knowledge, skills and understanding to help prepare them to play a full and active part in society, including an understanding of how laws are made and upheld and how to make sensible decisions.
2. **Science** – pupils are taught about the main external parts of the body and changes to the human body as it grows, including puberty.
3. **ICT and computing** – pupils are taught about how they can keep themselves safe online and the different risks that they may face online as they get older.
4. **PE** – pupils can develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sport and lead healthy, active lives.
5. **PSHE** – pupils learn about respect and difference, values and characteristics of individuals.

15. Working with parents

The school understands that parents' role in the development of their children's understanding about relationships and health is vital; therefore, we will work closely with parents when planning and delivering the content of the school's RSE and health education curriculum.

When in consultation with parents, the school will provide:

1. The curriculum content, including what will be taught and when.
2. Examples of the resources the school intends to use to deliver the curriculum.
3. Information about parents' right to withdraw their child from non-statutory elements of RSE and health education.

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

The school will remain aware that the teaching of some aspects of the curriculum may be of concern to parents. If parents have concerns regarding RSE and health education, they will submit these via [email](mailto:s.leigh@ewellcastle.co.uk) to s.leigh@ewellcastle.co.uk or contact seniorschool@ewellcastle.co.uk to arrange a meeting.

16. Working with external agencies

Working with external agencies will be used to enhance our delivery of RSE and health education and bring in specialist knowledge and different ways of engaging pupils. External experts may be invited to assist from time-to-time with the delivery of the RSE and health education curriculum but will be expected to comply with the provisions of this policy.

When working with external agencies, the school will:

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

The school will use visitors to enhance teaching by an appropriate member of teaching staff, not to replace teaching by those staff.

17. Withdrawal from lessons

The school will always recognise that parents have the right to request that their child is withdrawn from some or all of sex education delivered as part of statutory RSE. The school will uphold that parents do not have a right to withdraw their child from the relationships or health elements of the programmes. Requests to withdraw a child from sex education must be made in writing.

Before granting a withdrawal request, the headteacher will discuss the request with the parents and, as appropriate, the pupil, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum. The headteacher will inform parents of the benefits of their child receiving RSE and any detrimental effects that withdrawal might have. All discussions with parents will be documented. These records will be kept securely in the school office in line with the school's Records Management Policy.

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

Pupils who are withdrawn from RSE will receive appropriate, purposeful education during the full period of withdrawal.

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

18. Equality and accessibility

The school will comply with the relevant requirements of the Equality Act 2010 and will ensure the curriculum does not discriminate against pupils because of their:

1. Age
2. Sex
3. Race
4. Disability
5. Religion or belief
6. Gender reassignment
7. Pregnancy or maternity
8. Marriage or civil partnership
9. Sexual orientation

The school will consider the backgrounds, gender, age range and needs of its pupils and determine whether it is necessary to put in place additional support for pupils with the above protected characteristics.

The school will be aware that pupils with SEND are entitled to learn about RSE and health education, and the curriculum will be designed to be inclusive of all pupils. The school will be aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND – teachers will understand that they may need to liaise with the SENCO and be more explicit and adapt their planning or work to appropriately deliver the curriculum to pupils with SEND.

Where there is a need to tailor content and teaching to meet the needs of pupils at different developmental stages, the school will ensure the teaching remains sensitive, age-appropriate, developmentally appropriate and is delivered with reference to the law.

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

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

19. Safeguarding and confidentiality

All pupils will be taught about keeping themselves safe, including online, as part of a broad and balanced curriculum.

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

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

Confidentiality within the classroom will be an important component of RSE and health education, and

teachers will be expected to respect the confidentiality of their pupils as far as is possible, in compliance with the school's Pupil Confidentiality Policy.

Teachers will, however, understand that some aspects of RSE may lead to a pupil raising a safeguarding concern, e.g. disclosing that they are being abused, and that if a disclosure is made, the DSL will be alerted immediately. Pupils will be made aware of how to raise their concerns or make a report, and how their report will be handled – this includes the process for when they have a concern about a peer.

20. Staff training

Training will be provided by the Head of PSHE to the relevant members of staff to ensure they are up-to-date with the RSE and health education curriculum. Training will also be scheduled around any updated guidance on the curriculum and any new developments, e.g. "sexting", which may need to be addressed in relation to the curriculum.

Appropriately trained staff will be able to give pupils information on where and how to obtain confidential advice, counselling and treatment, as well as guidance on emergency contraception and their effectiveness.

21. Monitoring and review

The Head of PSHE will be responsible for monitoring the quality of teaching and learning for the subject.

22. Links with other Policies

This policy should be read in conjunction with the following documents:

- Behaviour for Learning Policy
- Safeguarding Policy
- PSHE Policy