

PENWORTHAM GIRLS' HIGH SCHOOL

RSE and Health Education Policy

(May 2022)

Updated Annually

Next Review Summer 2023

THE MISSION

**To prepare
articulate, questioning, tolerant and independent women
for the future.**

pgh*Success*

1 Policy written and updated by R. Cahill (Life Skills Co-Ordinator) May 2022.
Reviewed and accepted by Governors June 2022. (Previous update: May 2021 by R
Cahill).

Our Aim, Mission and Core Values

PGHSuccess:

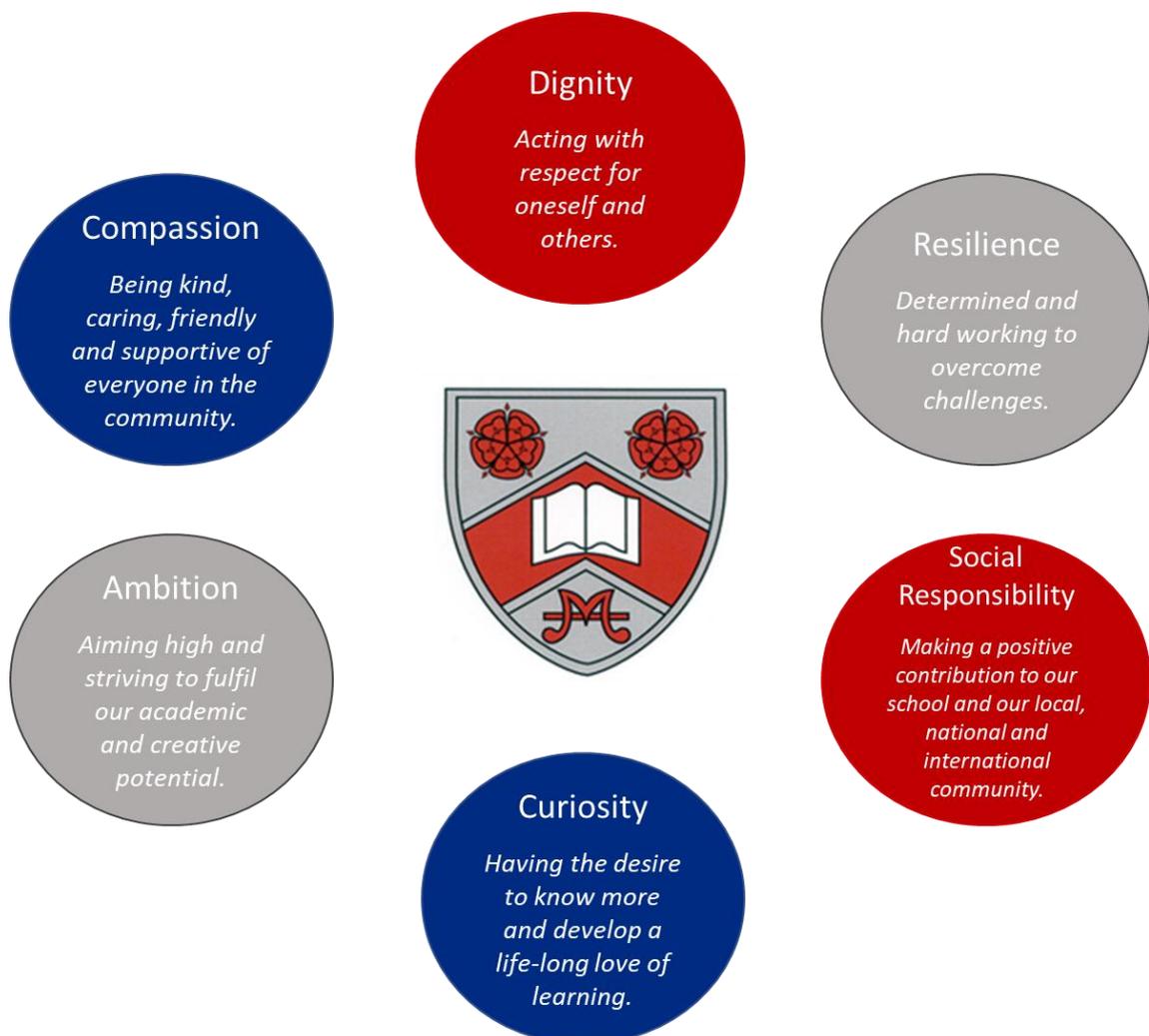
It is our aim to make all our students a PGHSuccess. A student becomes a PGHSuccess when they have the knowledge, skills, and personal attributes required to achieve their ambitions; academically, creativity and socially.

Our Mission is:

Central to this aim is our mission of *'preparing articulate, questioning, tolerant and independent women for the future'*, as we believe that these qualities which are central to success in our modern society.

Our Core Values:

In order to achieve our mission statement, our policies and actions are guided by six core values. These are embedded in all aspects of school life.



Contents:

Statement of Intent

1. Legal framework
2. Roles and responsibilities
3. Organisation of the RSE and health education curriculum
4. RSE subject overview
5. RSE programmes of study
6. Health education subject overview
7. Health education programmes of study
8. Delivery of the curriculum
9. Curriculum links
10. Working with parents
11. Working with external agencies
12. Withdrawal from lessons
13. Equality and accessibility
14. Safeguarding and confidentiality
15. Assessment
16. Staff training
17. Monitoring quality
18. Monitoring and review

Appendices

Appendix 1 – Letter to Parents Regarding RSE

Statement of Intent

At Penwortham Girls' High School, we understand the importance of educating students about sex, relationships and their health, so that they can make responsible and well-informed decisions in their lives.

This is mainly incorporated in to the Life skills curriculum, but is also covered in other areas of the curriculum. It has the core purpose of educating students about the society that they are growing up in and empower them to take responsibility for their health, sexual health and well-being. We want our students to make a positive contribution to school and their wider community by developing their resilience and compassion for people they encounter. We want them to act with dignity at all times. Students will know more, remember more about how to play a positive and successful role within our society, now and in their future lives.

The teaching of RSE and health education plays an important role in preparing students for the opportunities, responsibilities and experiences of adult life. It allows us to promote the spiritual, moral, social, cultural, mental and physical development of students 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. We want our to students to be appropriately challenged and have a curiosity for their own personal development. Students have a right to a holistic, inclusive and needs-led RSE and health curriculum. We believe that through providing high quality RSE, we are upholding the ethos and core values of the school. This policy outlines how the school's RSE and health education curriculum will be organised and delivered. We will ensure it meets the needs of all students so that when they leave PGHS they truly are confident, articulate, questioning and independent young women of today.

1. Legal framework

1.1

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

- Equality Act 2010
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Children and Social Work Act 2017
- DfE (2021) 'Keeping children safe in education (2020)'
- DfE (2021) 'Teaching about relationships, sex and health'
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2015) 'National curriculum in England: science programmes of study'

This policy operates in conjunction with the following school policies:

- Behaviour Policy
- SEND Policy
- Online safety Policy
- Equalities Policy
- Anti-Bullying Policy
- Safeguarding Policy
- Drugs and Alcohol Policy
- Visitors Policy.

2. Roles and responsibilities

2.1 The headteacher is responsible for:

- The overall implementation of this policy.
- Ensuring parent are fully informed of this policy.
- Reviewing all requests to withdraw students from non-statutory elements of the RSE and health education curriculum.
- Discussing withdrawal requests with parents, and the child 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.
- Ensuring withdrawn students receive appropriate, purposeful education during the period of withdrawal.
- Encouraging parents to be involved in consultations regarding the school's RSE and health education curriculum.

2.2 The Life Skills coordinator is responsible for:

- Overseeing the delivery of RSE and health education.
- Working closely with colleagues in related curriculum areas to ensure the RSE and health education curriculum complements, and does not duplicate, the content covered in national curriculum subjects.
- Ensuring the curriculum is age-appropriate and of high-quality.
- Reviewing changes to the RSE and health education curriculum and advising on their implementation.
- Monitoring the learning and teaching of RSE and health education, providing support to staff where necessary.
- Ensuring the continuity and progression between each year group.
- Helping to develop colleagues' expertise in the subject.
- Ensuring teachers are provided with adequate resources to support teaching of the curriculum.
- Ensuring the school meets its statutory requirements in relation to RSE and health education.
- Leading staff meetings and ensuring all members of staff involved in the curriculum have received the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring the correct standards are met for recording and assessing pupil performance.
- Monitoring and evaluating the effectiveness of the curriculum and providing reports to the headteacher.
- Reporting to the governing board on the effectiveness of this policy and the curriculum.
- Reviewing this policy on an annual basis.

2.3 The DSL is responsible for:

- Offering advice and consultation for safeguarding-related subjects in the RSE and health education curriculum.
- Promoting knowledge and awareness of safeguarding issues amongst staff.
- Being an appropriate point of contact for staff who have concerns about the welfare of a child that have arisen through the teaching of RSE and health education.

2.4 Subject teachers are responsible for:

- Acting in accordance with, and promoting, this policy.
- Delivering RSE and health education in a sensitive way ensuring it is a high-quality experience and appropriate for each year group.
- Ensuring they do not express personal views or beliefs when delivering the curriculum.
- Planning lessons effectively, ensuring a range of appropriate teaching methods and resources are used to cover the content.
- Modelling positive attitudes to RSE and health education.
- Liaising with the SENCO about identifying and responding to the individual needs of students with SEND.
- Liaising with the RSE and health education subject leader about key topics, resources and support for individual students.
- Monitoring student progress in RSE and health education.
- 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.
- Reporting any safeguarding concerns or disclosures that students may make as a result of the subject content to the DSL.
- Responding appropriately to students whose parents have requested to withdraw them from the non-statutory components of RSE, by providing them with alternative education opportunities.

2.5 The SENCO is responsible for:

- Advising teaching staff how best to identify and support students' individual needs.
- Advising staff on the use of TAs in order to meet students' individual needs.

3. Organisation of the RSE and health education curriculum

3.1 All schools providing secondary education are required to deliver statutory RSE and all state-funded schools are required to deliver health education.

3.2 For the purpose of this policy, “**relationships and sex education**” is defined as teaching students about developing healthy, nurturing relationships of all kinds, and helping them to understand human sexuality and to respect themselves and others.

3.3 For the purpose of this policy, “**health education**” is defined as teaching students about how they can make good decisions about their own health and wellbeing, and how physical health and mental wellbeing are interlinked.

3.4 The RSE and health education curriculum will be developed in consultation with teachers, students and parents, and in accordance with DfE recommendations.

3.5 We will gather the views of teachers, students and parents in the following ways:

- Parental consultation events.
- Parent mail.
- Parent / Student questionnaire.
- Regular updates via school newsletter.

3.6 The majority of the RSE and health education curriculum will be delivered through Life Skills, with statutory elements taught via the science curriculum.

3.7 The Life skills coordinator 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.

3.8 The curriculum has been developed in line with the DfE’s ‘Relationships Education, Relationships and Sex Education (RSE) and Health Education’ guidance.

3.9 The school will consider the context and views of the wider local community when developing the curriculum to ensure it is reflective of issues in the local area.

3.10 The school will consider the religious background of all students when planning teaching, to ensure all topics included are appropriately handled.

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

4. RSE Subject overview – See Appendix 1
5. Health education Subject overview – See Appendix 2
6. Life Skills (including RSE and Health education programmes of study) – See Appendix 3

7. Delivery of the curriculum

8.1 The majority of the RSE and health education curriculum will be delivered through the Life Skills curriculum.

8.2 Through effective organisation and delivery of the subject, we will ensure that:

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

8.3 RSE and health education complements several national curriculum subjects including Science, Religious Education, Physical Education, Computing and Food Technology. Where appropriate, the scheme of learning builds on opportunities to make explicit links between the subjects and integrate teaching and progress.

8.4 The RSE and health education curriculum will be delivered by appropriately trained members of staff.

8.5 The curriculum will proactively address issues in a timely way in line with current evidence on student's physical, emotional and sexual development.

8.6 RSE and health education will be delivered in a non-judgemental, age-appropriate, factual and inclusive way that allows students to ask questions in a safe environment. Teachers will ensure that students' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively and honestly. In particular RSE explores a range of issues that may provoke questions from students. Relevant questions will be answered in a whole class setting with the occasional need to deal with a question outside of the classroom. School staff will not be expected to answer personal questions about themselves or ask direct questions of students that may make either party vulnerable. An open approach to answering questions prevents students from learning inaccurate or harmful information online or from others. Children are better protected from harm and abuse when they are able to discuss issues openly and with trained professionals in a safe environment.

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

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

8.9 All teaching and resources are assessed by the Life Skills coordinator to ensure they are appropriate for the age and maturity of students, are sensitive to their religious backgrounds and meet the needs of any SEND, if applicable.

8.10 Throughout every year group, appropriate diagrams, online platforms, books, games, discussion and practical activities will be used to assist learning.

8.11 Inappropriate images, videos, etc. will not be used, and resources will be selected with sensitivity given to the age and cultural background of students.

8.12 Students 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.

8.13 Teachers will focus heavily on the importance of marriage and healthy relationships when teaching RSE, though sensitivity will always be given as to not stigmatise students on the basis of their home circumstances.

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

8.15 In teaching the curriculum, teachers will be aware that students 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.

8.16 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.

8. Curriculum links

9.1 The school seeks opportunities to draw links between RSE and health education and other curriculum subjects wherever possible to enhance students' learning.

9.2 RSE and health education will be linked to the following subjects:

- Citizenship – students 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.
- Science – students are taught about the main external parts of the body and changes to the human body as it grows, including puberty, IVF and contraception. They are also taught about vaccination, illegal and legal drugs, non-communicable diseases and lifestyle risk factors.
- ICT and computing – students are taught about how they can keep themselves safe online and the different risks that they may face online as they get older.
- PE – students 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.
- RE – students are taught about marriage, diversity, abortion, sanctity of life.
- Food tech – students are taught about a balanced diet and healthy food choices.
- Life Skills – students learn about respect and difference, values and characteristics of individuals.

9. Working with parents

10.1 The school understands that parents' role in the development of their children's understanding about relationships and health is vital.

10.2 The school will work closely with parents when planning and delivering the content of the school's RSE and health education curriculum.

10.3 When in consultation with parents, the school will provide:

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

10.4 Parents will be provided with frequent opportunities to understand and ask questions about the school's approach to RSE and health education.

10.5 The school understands that the teaching of some aspects of the curriculum may be of concern to parents.

10.6 If parents have concerns regarding RSE and health education, they may submit these via email to email address, or contact the school office to arrange a meeting with the headteacher on 01772 743399.

10.7 Parents will be regularly consulted on the curriculum content, through online forums, meetings and letters, and the curriculum will be planned in conjunction with parents' views.

10. Working with external agencies

11.1 Working with external agencies can enhance our delivery of RSE and health education, and brings in specialist knowledge and different ways of engaging students.

11.2 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.

11.3 The school will check the visitor/visiting organisation's credentials of all external agencies.

11.4 The school will ensure the teaching delivered by the external experts fits with the planned curriculum and provisions of this policy.

11.5 The school will 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 students.

11.6 The school will request copies of the materials and lesson plans the visitor will use, to ensure it meets the full range of students' needs.

11.7 The school and the visitor will agree 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 Safeguarding Policy.

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

11. Withdrawal from lessons

12.1 Parents have the right to request that their child is withdrawn from some or all of sex education delivered as part of statutory RSE.

12.2 Parents **do not** have a right to withdraw their child from the relationships or health elements of the programmes.

12.3 Requests to withdraw a child from sex education will be made in writing to the headteacher.

12.4 Before granting a withdrawal request, the headteacher will discuss the request with the parents and, as appropriate, the child, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum.

12.5 The headteacher will inform parents of the benefits of their child receiving RSE and any detrimental effects that withdrawal might have.

12.6 All discussions with parents will be documented. These records will be kept securely in on cpoms.

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

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

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

12. Equality and accessibility

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

- Age
- Sex
- Race
- Disability
- Religion or belief
- Gender reassignment
- Pregnancy or maternity
- Marriage or civil partnership
- Sexual orientation

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

13.3 The school understands that students with SEND are entitled to learn about RSE and health education, and the curriculum will be designed to be inclusive of all students.

13.4 The school is aware that some students 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 students with SEND.

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

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

13.7 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 tackled promptly.

13.8 The school will make clear that 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 Safeguarding Policy.

13. Safeguarding and confidentiality

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

14.2 To meet DfE 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.

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

14.4 Confidentiality within the classroom is an important component of RSE and health education, and teachers are expected to respect the confidentiality of their students as far as is possible, in compliance with the school's Safeguarding Policy.

14.5 Teachers will, however, understand that some aspects of RSE may lead to a student 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.

14.6 Students 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.

14. Assessment

15.1 The school has the same high expectations of the quality of students' work in RSE and health education as for other curriculum areas.

15.2 Lessons are planned to provide suitable challenge to students of all abilities.

15.3 There are no formal examinations for RSE and health education; however, to assess student outcomes, the school will capture progress in the following ways:

- Baseline assessments that are revisited and documented.
- Written assignments
- Self-evaluations

15. Staff training

16.1 Training will be provided by the Life skills coordinator to the relevant members of staff on a termly basis to ensure they are up-to-date with the RSE and health education curriculum.

16.2 Training will also be scheduled around any updated guidance on the curriculum and any new developments, such as "sexting", which may need to be addressed in relation to the curriculum.

16.3 The school will ensure relevant teachers receive training on the Public Health England Sexual and Reproductive Health Report and Lancashire County Council Teenage Pregnancy data, and the role of an effective RSE curriculum in reducing the number of teenage conceptions and the incidence of STI's.

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

16. Monitoring quality

17.1 The Life skills coordinator is responsible for monitoring the quality of teaching and learning for the subject.

17.2 The Life Skills coordinator will conduct subject assessments on a termly basis, which will include a mixture of the following:

- Self-evaluations
- Lesson observations
- Topic feedback forms
- Learning walks
- Work scrutiny

- Lesson planning scrutiny
- Pupil voice

17.3 The Life Skills coordinator will create annual subject reports for the headteacher and governing board to report on the quality of the subjects.

17.4 The Life Skills coordinator will work regularly and consistently with the headteacher and RSE link governor, e.g. through monthly review meetings, to evaluate the effectiveness of the subjects and implement any changes.

17. Monitoring and review

18.1 This policy will be reviewed by the headteacher in conjunction with the Life Skills coordinator on an annual basis.

18.2 Any changes needed to the policy, including changes to the programmes, will be implemented by the headteacher.

18.3 Any changes to the policy will be clearly communicated to all members of staff and, where necessary, parents and students, involved in the RSE and health education curriculum.

The next scheduled review date for this policy is date May 2023

Letter to Parents Regarding RSE and health education

Penwortham Girls' High School

Cop Lane

Penwortham

Preston

PR1 0SR

RE: RSE and health education at Penwortham Girls' High School

Dear parent,

Government guidelines outline that, from the age of 11, it is compulsory for all schools to provide an RSE and health education curriculum.

At our school, we believe that it is important to provide our students with a thorough and balanced curriculum, including age-appropriate information about sex and relationships.

The details of what will be taught to the various year groups is detailed in the school's RSE and Health Education Policy, which can be accessed on our school website insert website address, or in hard copy via our school office.

Though schools must provide RSE and health education for students from the age of 11, up until the age of 19, only aspects of the science national curriculum are compulsory for students to learn. Therefore, as parents, you are entitled to request that your child be removed from sex education lessons up to and until three terms before they turn 16-years-old. After that point, if your child wishes to receive sex education, the school will make arrangements to provide them with sex education during one of those terms.

Requests for withdrawal should be submitted in writing to myself, Mrs Pomeroy, who will discuss this with you and your child's teacher, and determine an appropriate substitute for these lessons. In most instances, children will be provided with self-directed reading or exercises which they can complete under the supervision of a trainee teacher.

If you have any concerns or queries about your child's participation in these lessons, please do not hesitate to contact either myself or your child's class teacher to discuss these.

Yours sincerely,

Karen Pomeroy
Headteacher