



## **RSE and Health Education Policy**

### **Effective Date:**

April 2014

### **Date of minuted approval by the Local Governing Board:**

21 June 2022

### **Review Committee:**

Local Governing Board

### **Next Review Date:**

September 2026

## **1. Statement of intent**

At Hessle High School, we understand the importance of educating young people relationships, sex 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. 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. 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.

## **2. Key terms**

- 2.1 All academies providing secondary education are required to deliver statutory RSE and all state-funded academies are required to deliver health education.
- 2.2 For the purpose of this policy, "**relationships and sex education**" is defined as teaching young people about developing healthy, nurturing relationships of all kinds, and helping them to understand human sexuality and to respect themselves and others.
- 2.3 For the purpose of this policy, "**health education**" is defined as teaching young people about how they can make good decisions about their own health and wellbeing, and how physical health and mental wellbeing are interlinked.

## **3. Legislation and statutory framework**

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

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

### **3.1. This policy operates in conjunction with the following school/ Trust policies:**

- Behavioural Policy

- Inclusion Policy
  - SEND Policy
  - E-safety Policy
  - Equality Policy
  - Anti-Bullying Policy
  - Child Protection and Safeguarding Policy
  - Harmful Sexual Behaviour Policy
  - Student Confidentiality Policy
  - Records Management Policy
  - Acceptable Terms of Use Agreement
- 3.2. The curriculum has been developed in line with the DfE's 'Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance
- 3.3. The majority of the RSE and health education curriculum will be delivered through PSHE education, with statutory elements taught via the science curriculum
- 3.4. The Deputy Headteacher (Quality of Education) will work closely with colleagues in related curriculum areas to ensure the curriculum complements and does not duplicate the content covered in national curriculum subjects
- 3.5. The academy will consider the religious background of all young people when planning teaching, to ensure all topics included are appropriately handled.

#### **4. Roles and responsibilities**

##### **4.1. The Local Governing Body is responsible for:**

- Ensuring the RSE and health education curriculum is well-led, effectively managed and well-planned
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring that teaching is delivered in ways that are accessible to all students with SEND
- Ensuring clear information is provided to parents on the subject content and the right to request that their child is withdrawn
- Ensuring RSE and health education is resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.

##### **4.2. The Deputy Headteacher (Quality of Education) is responsible for:**

- Ensuring the academy meets its statutory requirements in relation to RSE and health education
- The overall implementation of this policy
- Ensuring all staff are suitably trained to deliver the subjects
- Ensuring parents are fully informed of this policy
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring that teaching is delivered in ways that are accessible to all young people with SEND
- 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
- Reviewing this policy on an annual basis
- Reporting to the governing board on the effectiveness of this policy and the curriculum
- 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
- Helping to develop colleagues' expertise in the subject

- Ensuring teachers are provided with adequate resources to support teaching of the curriculum.
  - 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.
- 4.3. **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.
- 4.4. **Subject teachers are responsible for:**
- Acting in accordance with, and promoting, this policy
  - Delivering RSE and health education in a sensitive way and that is of a high-quality 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 SENDCO about identifying and responding to the individual needs of students with SEND
  - Liaising with the RSE SLT Lead 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.
- 4.5. **The SENCO is responsible for:**
- Advising teaching staff how best to identify and support students' individual needs
  - Advising staff on the use of LAs in order to meet students' individual needs.

## 5. RSE Content Overview

5.1. The RSE curriculum is primarily delivered through timetabled PSHE lessons starting in Year 7. To extend and consolidate the key themes covered in these lessons, the academy delivers PSHE Enrichment Days. These days provide young people with the opportunity to further explore key RSE strands. This overview outlines the content explicitly covered through the PSHE curriculum.

### 5.2. Families

By the end of secondary school, students will know

- That there are different types of committed, stable relationships.
- How these relationships might contribute to human happiness and their importance for bringing up children
- 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
- Why marriage is an important relationship choice for many couples and why it must be freely entered into
- The characteristics and legal status of other types of long-term relationships.

- The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting
- Determine whether other children, adults or sources of information are trustworthy
- Judge when a family, friend, intimate or other relationship is unsafe, and recognise this in others' relationships
- How to seek help or advice if needed, including reporting concerns about others.

### 5.3. **Respectful relationships, including friendships.**

By the end of secondary school, students will know:

- 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
- Practical steps they can take in a range of different contexts to improve or support respectful relationships
- 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
- 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
- About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to seek help.
- The types of behaviour in relationships that can be criminal, including violent behaviour and coercive control
- What constitutes sexual harassment and violence and why these are always unacceptable
- 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.

### 5.4. **Online and media**

By the end of secondary school, students will know:

- Their rights, responsibilities and opportunities online, and that the same expectations of behaviour apply in all contexts
- 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
- Not to provide material to others that they would not want shared further and not to share personal material which they receive
- What to do and where to get support to report material or manage issues online.
- The impact of viewing harmful content
- 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
- That sharing and viewing indecent images of children is a criminal offence which carries severe penalties, including jail
- How information and data is generated, collected, shared and used online.

### 5.5. **Being safe**

By the end of secondary school, students will know:

- 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
- How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn – this includes online.

## 5.6. **Intimate and sexual relationships, including sexual health**

By the end of secondary school, students will know:

- 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
- 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
- The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for both men and women
- The range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.
- That they have a choice to delay sex or enjoy intimacy without sex
- The facts about the full range of contraceptive choices, their effectiveness and options available.
- The facts around pregnancy including miscarriage
- 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
- How the different sexually transmitted infections (STIs) are transmitted, how risk can be reduced through safer sex and the importance of facts about testing
- About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment
- How the use of alcohol and drugs can lead to risky sexual behaviour
- How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

## 6. **Health education subject overview**

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

### 6.2. **Mental wellbeing**

By the end of secondary school, students will know:

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

### 6.3. **Internet safety and harms**

By the end of secondary school, students will know:

- 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
- 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

### 6.4. **Physical health and fitness**

By the end of secondary school, students will know:

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

#### 6.5. **Healthy eating**

By the end of secondary school, students will know:

- How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.

#### 6.6. **Drugs, alcohol and tobacco**

By the end of secondary school, students will know:

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

#### 6.7. **Health and prevention**

By the end of secondary school, students will know:

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

#### 6.8. **Basic first aid**

By the end of secondary school, students will know:

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

#### 6.9. **Changing adolescent body**

By the end of secondary school, students will know:

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

### 7. **RSE and Health programmes of study**

#### 7.1. **Year 7:**

- Healthy Lifestyle
- Emotional Wellbeing and Mental Health
- Growing Up

#### 7.2. **Year 8:**

- Risk and Safety
- Relationships
- Alcohol, tobacco and other drugs
- Identity

#### 7.3. **Year 9:**

- Money and Me

- Sex, Sexuality and Sexual Health
  - Communities
  - Planning for the Future
- 7.4. **Year 10 and Year 11:**
- Topics will be revisited through drop down days and through the Tutor Programme

## 8. **Delivery of the curriculum**

- 8.1. The majority of the RSE and health education curriculum will be delivered through the PSHE Curriculum and 'Drop Down' days and events.
- 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 complement several national curriculum subjects. Where appropriate, the school will look for opportunities to make links between the subjects and integrate teaching.
- 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.
- 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 LGBTQ+ content into the RSE curriculum – this content will be taught as part of the overall curriculum as well as through the tutor programme. LGBTQ+ 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 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. Classes may be taught in gender-segregated groups depending on the nature of the topic being delivered at the time, and the cultural background of students where it is only appropriate to discuss the body in single gender groups.
- 8.11. Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning.
- 8.12. Inappropriate images, videos, etc. will not be used, and resources will be selected with sensitivity given to the age and cultural background of students.
- 8.13. 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 E Safety and ICT Policy.
- 8.14. Teachers will establish what is appropriate for one-to-one and whole-class settings, and alter their teaching of the programmes accordingly.
- 8.15. 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.
- 8.16. The curriculum will be designed to focus on boys as much as girls and activities will be planned to ensure both are actively involved, matching their different learning styles.

- 8.17. Teachers will focus 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.
- 8.18. 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.
- 8.19. 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.
- 8.20. 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.

## **9. 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:
  - Science – students are taught about the main external parts of the body and changes to the human body as it grows, including puberty.
  - 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.
  - PSHE – students learn about respect and difference, values and characteristics of individuals.

## **10. 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 consult 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 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, or contact the school to arrange a meeting.
- 10.7. Parents will be regularly consulted on the curriculum content, through written communication, and the curriculum will be planned in conjunction with parents' views.

## **11. 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 Child Protection and Safeguarding Policy.
- 11.8. The school will use visitors to enhance teaching by an appropriate member of the teaching staff, not to replace teaching by those staff.

## **12. 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 the school office in line with the school's records management policy.
- 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. Students who are withdrawn from RSE will receive appropriate, purposeful education during the full period of withdrawal.
- 12.8. For requests concerning the withdrawal of a student with SEND, the Headteacher may take the students' specific needs into account when making their decision.

## **13. 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 boys and girls, 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 policy.

#### **14. 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. 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.
- 14.5. 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.

#### **15. Staff training**

- 15.1. Training will be provided to the relevant members of staff on a termly basis to ensure they are up-to-date with the RSE and health education curriculum.
- 15.2. 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.
- 15.3. The school will ensure teachers receive training on the Social Exclusion Report on Teenage Pregnancy, and the role of an effective RSE curriculum in reducing the number of teenage conceptions.
- 15.4. 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**

- 16.1. SLT are responsible for monitoring the quality of teaching and learning for the subject.
- 16.2. SLT will conduct subject assessments on a termly basis, which will include a mixture of the following:
  - Self-evaluations
  - Lesson drop ins
  - Topic feedback forms
  - Learning walks
  - Work scrutiny
  - Lesson planning scrutiny
- 16.3. An annual subject report for the Headteacher and governing board to report on the quality of the subject will be completed.

**17. Monitoring and review**

- 17.1. This policy will be reviewed by the Headteacher in conjunction with the Deputy Head on an annual basis.
- 17.2. 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.

## Appendix 1

<p><b>Curriculum Intent</b> To develop successful and curious learners who are confident and resilient individuals, equip with the knowledge and skills to enable them in society to be responsible and healthy citizens.</p>	<p>How do you ensure consistent delivery of the subject across all key stages? How does the curriculum cater for disadvantages, SEND and other minority group students? How does the curriculum embed prior knowledge and aid long-term retention of knowledge?</p>
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### Subject: PSHE For Year 7 and Year 8

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
7	<p><b>Healthy Lifestyle:</b> <i>What is PSHE</i> <i>What is Health</i> <i>Healthy Eating</i> <b>The Big Question: What makes you healthy?</b></p>	<p><b>Healthy Lifestyle:</b> <i>Exercise</i> <i>Health organisations</i> <i>When Health Goes Wrong</i> <b>The Big Question: Why isn't health just left to the individual?</b></p>	<p><b>Emotional Wellbeing and Mental Health:</b> <i>What are 'emotional wellbeing' and 'mental health'</i> <i>What is resilience?</i> <i>Feelings and how to manage them.</i> <b>The Big Question: How can I help control my wellbeing and that of others?</b></p>	<p><b>Emotional Wellbeing and Mental Health:</b> <i>What impacts on emotional wellbeing?</i> <i>How do I cope with loss and bereavement?</i> <i>Recognizing the signs of poor mental health.</i> <b>The Big Question: How can I help control my wellbeing and that of others?</b></p>	<p><b>Emotional Wellbeing and Mental Health:</b> <i>Ways to look after emotional wellbeing and who can help?</i> <b>Growing up:</b> <i>How is year 7 different?</i> <i>What happens at puberty? (Not during Ramadan 2/4 - 1/5)</i> <i>Menstrual wellbeing (Not during Ramadan 2/4 - 1/5)</i> <b>The Big Question: What does growing up mean to me?</b></p>	<p><b>Growing up:</b> <i>Personal Hygiene</i> <i>Why am I feeling like this?</i> <i>Why are friends important?</i> <b>The Big Question: What does growing up mean to me?</b></p>
	<p>Skill development Describe, explain, justify, evaluate. Discussion based activities Listening and oracy skills</p>	<p>Development of global awareness and cultural capital of place. Development of health awareness and variance globally Development of extended writing Listening and oracy skills</p>	<p>Describe, explain, justify, evaluate. Discussion based activities Listening and oracy skills</p>	<p>Describe, explain, justify, evaluate. Discussion based activities Listening and oracy skills</p>	<p>Describe, explain, justify, evaluate. Discussion based activities Listening and oracy skills</p>	<p>Describe, explain, justify, evaluate. Discussion based activities Listening and oracy skills</p>
8	<p><b>Risk and Safety:</b> <i>What do we mean by risk?</i> <i>How do we manage risky situations?</i> <i>Bullying &amp; gambling.</i> <b>The Big Question: How do you manage risk?</b></p>	<p><b>Relationships:</b> <i>What are the different types of relationships?</i> <i>What is a healthy relationship?</i> <i>Communication skills.</i> <i>Is commitment important in relationships?</i> <b>The Big Question: Why do some relationships not work?</b></p>	<p><b>Relationships:</b> <i>Abuse in relationships.</i> <b>Alcohol, tobacco and other drugs:</b> <i>Drugs – What are they?</i> <i>Drugs and the law</i> <i>Alcohol</i> <b>The Big Question: What impact can substances have on my future life?</b></p>	<p><b>Alcohol, tobacco and other drugs:</b> <i>Smoking &amp; what it does to your body.</i> <i>What is the impact of drug taking?</i> <i>How do I manage situations involving drugs?</i> <b>The Big Question: What impact can substances have on my future life?</b></p>	<p><b>Identity:</b> <i>Who am I and what does family mean to me?</i> <i>How do I contribute to family life?</i> <i>Gender identity.</i> <i>Stereotypes.</i> <b>The Big Question: Who am I and what are my rights and responsibilities?</b></p>	<p><b>Identity:</b> <i>Faith and values.</i> <i>How am I doing?</i> <i>What are my rights and responsibilities?</i> <b>The Big Question: Who am I and what are my rights and responsibilities?</b></p>
	<p>Skill development Describe, explain, justify, evaluate. Discussion based activities Listening and oracy skills</p>	<p>Describe, explain, justify, evaluate. Discussion based activities Listening and oracy skills</p>	<p>Describe, explain, justify, evaluate. Discussion based activities Listening and oracy skills</p>	<p>Describe, explain, justify, evaluate. Discussion based activities Listening and oracy skills</p>	<p>Describe, explain, justify, evaluate. Discussion based activities Listening and oracy skills</p>	<p>Development of global awareness and cultural capital of place. Development of health awareness and variance globally Development of extended writing Listening and oracy skills</p>
9	<p><b>Money and Me:</b> <i>How do I save and how do I budget?</i> <i>What influences our spending?</i> <i>How enterprising am I?</i></p>	<p><b>Sex, sexuality and sexual health:</b> <i>Choices around sex.</i> <i>Pornography and sexting.</i> <i>Sex and the law.</i> <i>Conception, pregnancy and birth.</i></p>	<p><b>Sex, sexuality and sexual health:</b> <i>What is contraception?</i> <i>What are STI's?</i> <b>Communities:</b> <i>Understanding our communities.</i></p>	<p><b>Communities:</b> <i>How do I feel about 'difference'?</i> <i>How can we value each other?</i> <i>What makes a successful community?</i></p>	<p><b>Communities:</b> <i>What can cause problems in our community?</i> <i>Hate crime and radicalization.</i> <i>How can I contribute to my community?</i> <i>What do voluntary agencies do?</i></p>	<p><b>Planning for the Future:</b> <i>What are my aspirations?</i> <i>How do I plan for my future?</i> <i>Skills for working with others.</i></p>
	<p>Skill development Describe, explain, justify, evaluate. Discussion based activities Listening and oracy skills</p>	<p>Describe, explain, justify, evaluate. Discussion based activities Listening and oracy skills</p>	<p>Describe, explain, justify, evaluate. Discussion based activities Listening and oracy skills</p>	<p>Describe, explain, justify, evaluate. Discussion based activities Listening and oracy skills</p>	<p>Describe, explain, justify, evaluate. Discussion based activities Listening and oracy skills</p>	<p>Development of global awareness and cultural capital of place. Development of health awareness and variance globally Development of extended writing Listening and oracy skills</p>