



# **RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH EDUCATION POLICY (RSHE)**

**March 2022**

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<b>Approved</b>	Full governors
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<b>Policy Lead</b>	Miss Spurr

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## **Statement of intent**

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

The teaching of RSHE 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, impartial evidence and age-appropriate teaching of these subjects. This policy outlines how the school's RSHE curriculum is organised and delivered, to ensure it meets the needs of all students.

### **1. Legal framework**

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 2021'
- 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 other school policies, such as, behaviour policy, anti-bullying policy and safeguarding policy.

### **2. Roles and responsibilities**

The governing board is responsible for:

- Ensuring all students make progress in achieving the expected educational outcomes.
- Ensuring the Ethics 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.
- Providing clear information to parents on the subject content and the right to request that their child is withdrawn.
- Ensuring RSHE is resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.
- Creating and keeping up-to-date a separate written statement of this policy and ensuring the statement is published on the school's website and provided free of charge to anyone who requests it.

The headteacher is responsible for:

- The overall implementation of this policy.
- Ensuring all staff are suitably trained to deliver the subjects.
- Ensuring parents are fully informed of this policy.
- Reviewing all requests to withdraw students from non-statutory elements of the Ethics curriculum.
- Discussing withdrawal requests with parents, and the student 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 reviews of the school's Ethics curriculum.
- Reviewing this policy on an annual basis.

- Reporting to the governing board on the effectiveness of this policy and the curriculum.

The faculty lead is responsible for:

- Overseeing the delivery of RSHE within the Ethics curriculum.
- Working closely with colleagues in related curriculum areas to ensure the Ethics curriculum compliments, and does not duplicate, the content covered in other curriculum subjects.
- Ensuring the curriculum is age-appropriate and of high quality.
- Ensuring the curriculum content addresses the needs of the schools students, by liaising with the DSL and Safe Guarding Leads, as well as the schools emotional wellbeing lead.
- Reviewing changes to the Ethics curriculum and advising on their implementation.
- Monitoring the learning and teaching of Ethics, 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 RSHE.
- 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 student performance.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the headteacher.

The DSL is responsible for:

- Offering advice and consultation for safeguarding-related subjects in the Ethics 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 student that have arisen through the teaching of RSHE.

Subject teachers are responsible for:

- Acting in accordance with, and promoting, this policy.
- Delivering RSHE in a manner that is sensitive, of 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 RSHE.
- Liaising with the SENCO to identify and respond to individual needs of students with SEND. Liaising with the Ethics subject leader on key topics, resources and support for individual students.
- Monitoring student progress in Ethics.
- Reporting any concerns regarding the teaching of RSE or health education to the Ethics 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.

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 Ethics curriculum**

For the purpose of this policy:

- “RSHE” is used to refer to the overall programme of relationships, sex and health education. At Fir Vale School, this is delivered within the Ethics curriculum, alongside Religious Education and elements of Citizenship. This is separate to the GCSE courses students may choose in RE and / or Citizenship.
- “RSE” refers to relationships and sex education and 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.
- “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.

The Ethics curriculum has been developed, and will be monitored and reviewed, in consultation with teachers, students and parents, and in accordance with DfE recommendations.

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

- Parents evenings
- Meetings
- Student Voice (Student Parliament, student panels, year council)

The majority of the RSHE curriculum is delivered through the Ethics curriculum, with some statutory elements also taught via the science curriculum. The Ethics 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 and be responsive to emerging needs or changes in DfE guidance.

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 students will also be considered when planning teaching, to ensure all topics included are appropriately handled.

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

#### **4. RSE subject overview**

RSE will continue to develop students’ knowledge on the topics taught at a primary level, in addition to the content outlined in this section.

##### **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.
- About the characteristics and legal status of other types of long-term relationships.
- About the roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting.

Students will also know how to:

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

### **Respectful relationships, including friendships**

By the end of secondary school, students will know:

- 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.
- 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.
- About 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.
- 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.

### **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.

### **Being safe**

By the end of secondary school, students will know:

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

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.

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- The range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.
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- 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.

## **5. 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.

### **Year 7**

Topic 2 – Friendship:

- What makes a good friendship?

- What does bullying look like?
- Is there a way to end bullying?

Topic 3 – Prejudice:

- What is “LGBT+ pride”?

Topic 4 – Health:

- What happens when we have puberty?
- How does puberty affect us?
- What makes a good relationship?

## Year 8

Topic 1 – Keeping safe:

- Can I use social media safely?
- What is grooming?

Topic 3 – Peace and conflict:

- What is the impact of gang culture on our community?

## Year 9

Topic 2 – Influences:

- Can you trust on-line content?
- How do you spot fake news?
- What is extremism?

Topic 5 – Relationships:

- How can families be different?
- What is forced marriage?
- What is sexual consent?
- What is contraception?
- What are Sexually Transmitted Infection's?
- What is Female Genital Mutilation?

## Year 10

Topic 2 – Relationships:

- What does a healthy relationship look like?
- What is sexuality?
- What does consent mean in relationships?
- Why do people use contraception?
- What are Sexually Transmitted Infection's?
- Why do people self-harm?

## Year 11

Topic 1 – Crime:

- Should youth criminal records last into adulthood?
- What are county lines?
- When do opinions become extreme?
- How is knife crime a problem?
- Are live streaming and sexting issues?
- What is revenge porn?
- What is hate crime?

Additional content is delivered during tutor time and drop down days.



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

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. Students are also made aware of the support available to them in school, for example, The Link.

### **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.
- About 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.
- 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, students will know:

- 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.
- 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, students will know about:

- 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.

### **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.

### **Drugs, alcohol and tobacco**

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

- 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.
- 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.

### **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.

- 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.

### **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.
- About the purpose of defibrillators and when one might be needed.

### **Changing adolescent body**

By the end of secondary school, students will know:

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

## **7. 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**

Topic 4 – Health:

- What happens when we have puberty?
- How does puberty affect us?
- What makes a good relationship?
- What is personal hygiene?
- What are the dangers of smoking?

### **Year 8**

Topic 1 – Keeping safe:

- What is mental health?
- Why is sleep so important?

Topic 4 – Health:

- What is the issue with smoking?
- What is the issue with drugs?
- What is the issue with alcohol?
- Why is sleep so important?
- What is the issue with body image?
- Who controls your anger?

### **Year 9**

Topic 3 – Health:

- Why is sleep so important?
- Who controls your anger?
- What is mindfulness?
- What is the issue with smoking?
- Is vaccination important?

## **Year 10**

### Topic 1 – Health:

- What is self-concept?
- How can we manage stress?
- Is your mobile phone damaging your health?
- How does alcohol effect people?
- Is vaping healthier than smoking?
- Are you getting enough sleep?

### Topic 3 – Me and my studies:

- What is Exam Stress?

## **Year 11**

### Topic 2 – Health:

- Anger
- Anxiety
- Depression
- Gambling and online addiction
- Gaming
- Body shape
- Junk food

Additional content is delivered during tutor time and drop down days.

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

Through effective organisation and delivery of the Ethics curriculum, 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.

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

The curriculum will proactively address issues in a timely way in line with current evidence on student's physical, emotional and sexual development. RSHE will be delivered in a non-judgemental, age-appropriate, factual and inclusive way that allows students 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 students 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 Ethics curriculum and tutor time – 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 students to explore gender identity and the features of stable and healthy same-sex relationships.

All students are expected to learn about LGBTQ+ content, and parents do not have a statutory right to withdraw their children from lessons that include LGBTQ+ content.

The curriculum will be designed to focus on students 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 Ethics subject leader 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. 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 students. 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 policy.

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 students' 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 students on the basis of their home circumstances. 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.

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. The procedures for assessing student progress are outlined in section 14 of this policy.

## **9. Curriculum links**

The school will seek opportunities to draw links between Ethics and other curriculum subjects wherever possible to enhance students' learning. Some examples are listed below:

- 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. They also cover topics around health and disease.
  - 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.
  - Ethics – students learn about respect and difference, values and characteristics of individuals.
- An overview including all subjects can be found 'PD - all subjects overview' document.

## **10. Working with parents**

The school understands that parents' role in the development of their children's understanding about relationships and health is vital. We will provide parents with information about:-

- 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

Parents will be provided with frequent opportunities to understand and ask questions about the school's approach to RSE and health education e.g. Information at Parents' Evenings and as well as on the school website and opportunity for a meeting to discuss any questions and concerns.

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 RSHE, they will submit these to [jcassy@firvale.com](mailto:jcassy@firvale.com) or contact the school office to arrange a meeting with the head teacher on telephone number.

## **11. Working with external agencies**

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

When working with external agencies, the school will:

- Check the visitor credentials of all external agencies.
- Ensure the teaching delivered by the external experts fits with the planned curriculum and provisions of this policy.
- 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.
- Request copies of the materials and lesson plans the visitor will use, to ensure it meets the full range of students' needs.
- 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.

## **12. Withdrawal from lessons**

The school will always recognise that parents have the right to 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 will be made in writing to the headteacher.

Before granting a withdrawal request, the headteacher will discuss the request with the parents and, as appropriate, the student, 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 student turns 16. After this point, if the student wishes to receive RSE rather than be withdrawn, the school will make arrangements to provide the student with RSE.

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

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

### **13. Safeguarding and confidentiality**

All students 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 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 harm to students as a central goal.

Confidentiality within the classroom will be an important component of RSHE, and teachers will be expected to respect the confidentiality of their students as far as is possible, in compliance with the safeguarding policy.

Teachers will, however, understand that some aspects of RSHE 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. 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**

The school will have the same high expectations of the quality of students' work in Ethics as for other curriculum areas. Lessons will be planned to provide suitable challenge to students of all abilities. There are no formal examinations for Ethics; however, to assess student outcomes, the school will capture progress via informal tests, written work and class discussion. These will be monitored by the SLT link.

### **15. Staff training**

Regular meetings will be led by the Ethics faculty leader to the relevant members of staff to ensure they are up-to-date with the Ethics curriculum.

### **16. Monitoring and review**

The Ethics faculty leader will be responsible for monitoring the quality of teaching and learning for the subject. They will conduct a learning works and work scrutiny. They will also work regularly with their SLT link, e.g. through fortnightly line management meetings, to evaluate the effectiveness of the subjects and implement any changes.

This policy will be reviewed by the headteacher in conjunction with the faculty leader on an annual basis.