

Hartlepool Aspire Trust

(Catcote Academy & Catcote Futures)

RSHE Policy



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Date: March 2022

Approver: Standards Committee

Date: May 2022

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Statement of intent

At Catcote Academy, we understand the importance of educating students about sex, relationships and their health, 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, age-appropriate and stage-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 the following school policies:

- Ready to Learn Policy
- SEND Policy
- Drugs and Alcohol Policy
- Online Safety Policy
- Anti-bullying Policy
- Child Protection and Safeguarding Policy
- Peer-on-peer Abuse Policy
- Social, Emotional and Mental Health (SEMH) Policy
- Document management procedure
- Acceptable use Policy staff

2. Roles and responsibilities

The Board of Trustees is responsible for:

- Ensuring all students make progress in achieving the expected educational outcomes.
- Ensuring the RSHE 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- Ensuring information is given to parents on the subject content and the right to request that their child is withdrawn.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.

The Headteacher/CEO 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 RSHE 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 RSHE curriculum.
- Reviewing this policy on an annual basis.
- Reporting to the Board of Trustees on the effectiveness of this policy and the curriculum.

The RSHE subject leader is responsible for:

- Overseeing the delivery of RSHE.
- Working closely with colleagues in related curriculum areas to ensure the RSHE curriculum compliments, and does not duplicate, the content covered in other curriculum subjects.
- Ensuring the curriculum is age and stage-appropriate and of high quality.
- Reviewing changes to the RSHE curriculum and advising on their implementation.
- Monitoring the learning and teaching of RSHE, providing support to staff where necessary.
- Ensuring the continuity and progression between each year group/ key stage.
- 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/CEO.

The DSL is responsible for:

- Offering advice and consultation for safeguarding-related subjects in the RSHE 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.
- Leading staff meetings and ensuring all members of staff have received appropriate training.

Pastoral teachers are responsible for:

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- 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/ key stage/ pathway.
- 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 RSHE subject leader on key topics, resources and support for individual students.
- Monitoring student progress in RSHE.
- Reporting any concerns regarding the teaching of RSE or health education to the RSHE 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.

3. Organisation of the RSHE curriculum

For the purpose of this policy:

- **“RSHE”** is used to refer to the overall programme of relationships, sex and health education.
- **“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 RSHE curriculum has been developed, and will be monitored and reviewed, in consultation with teachers, students and parents, and in accordance with DfE recommendations.

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

- Questionnaires
- Meetings
- Letters
- Training sessions
- Dialogue/conversations

The majority of the RSHE curriculum is delivered through PSHE education in red pathway and My health in yellow and blue pathway, with statutory elements taught via the science curriculum. The RSHE subject leader will work closely with their colleagues in related

curriculum areas to ensure the curriculum complements and does not duplicate the content covered in national curriculum subjects.

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

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

The RSHE 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 programmes of study

The school will determine an age and developmental-appropriate curriculum which meets the needs of young people.

KS3 Red pathway/ Some KS3 Blue Pathway where appropriate

Y1 Spring term: Getting on, falling out/ Family, friends, strangers (Personal safety potential grooming and exploitation)

Y2 Autumn term: (Personal safety, sexual harassment introduction)

Y2 Spring term: Getting older (Puberty, changes, feelings and emotions)

Y3 Spring term: Physical contact (appropriate touch, consent, sexual harassment)

KS4 Red pathway/Some KS4 Blue Pathway where appropriate

Y1 Spring term 1: SRE (Puberty, healthy relationships, sexual violence, sexual health, reproduction, contraception, sexuality)

Y2 Spring term 1: Healthy and respectful relationships (intimate relationships, respect, trust, consent, safe sex, sexual pressure, STIs, pregnancy choices)

KS3/4/5 Yellow/Blue pathway

Y1 Autumn term : Getting older (Knowing their body, changes and puberty)

Spring term: Public and Private (Knowing what is ok, private places and private parts of the body)

Y2 Autumn term: Myself and others (different relationships, attraction to others)

Spring term : Consent (knowing what is ok, what touch is and asking for permission)

Y3 Autumn term : Knowing my body (gender, changes during puberty)

Y4 Autumn term: Myself and others (attraction to others, different relationships)

Spring term: Public, Private, Consent and Secrets

5. 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.

KS3 Red pathway/ Some KS3 Blue Pathway where appropriate

Y1, Autumn term one: Mental Health and emotional Wellbeing (Feelings and emotions)

Y1 Autumn term two: Healthy body healthy mind (Exercise, Hygiene sleep and relaxation)

Y2, Autumn term one: Mental health and wellbeing (Coping strategies, being valued, positivity)

Y2 Autumn term two: Healthy body healthy mind (of smoking, alcohol and drugs, making sensible choices)

Y3 Autumn term one: Developing a healthier safer lifestyle (keeping others and self-safe, responsibilities, change and loss, empathy)

Y3 Autumn term two: Physical health and self-care (healthy eating, rest, sleep, exercise, consequences of bad health, ways to look after self independently, Basic lifesaving skills)

KS4 Red Pathway/ Some KS4 Blue Pathway where appropriate

Y1 Autumn term one: Mental wellbeing and self-care (Success, failure, self-regulation, making positive choices)

Y1 Autumn term two: Developing a healthy safer lifestyle (Spread of infections, medications, basic lifesaving skills)

Y2, Autumn term one: Exploring aspirations (Being different and unique, strengths and weaknesses, managing transitions, CPR and choking)

Y2 Autumn term two: Recognising likes and dislikes (Informed choices, negotiation techniques, appropriate relationships, assertiveness, bullying)

KS3 / KS4 Yellow pathway/Blue Pathway

In yellow and blue pathway health education is taught throughout the year in other lessons such as cooking and my living skills.

Knowing my feelings (emotions, impact on others)

Knowing my body (menstruation)

Knowing how to keep healthy (hygiene, healthy diet, sun safety)

6. Delivery of the curriculum

Through effective organisation and delivery of the RSHE, 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 RSHE curriculum – this content will be taught as part of the overall curriculum, rather than a standalone topic or lesson. LGBTQ+ content will be approached in a sensitive, age-appropriate and factual way that allows 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 RSHE 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 learners. 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 Online Safety Policy, and Acceptable Terms of Use Agreement.

Teachers will establish what is appropriate for one-to-one and whole-class settings, and alter their teaching of the programmes accordingly. Teachers will ensure that 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. When teaching RSE, 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.

Intermittently parents will be consulted, and their views will be valued.

The procedures for assessing student progress are outlined in section 13 of this policy.

7. Curriculum links

The school will seek opportunities to draw links between RSHE and other curriculum subjects/areas wherever possible to enhance students' learning. RSHE will be linked to the following subjects in red pathway:

- **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.
- **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.

In yellow and blue pathway links will be made throughout the curriculum areas.

8. Working with parents

The school understands that parents' role in the development of their children's understanding about relationships, sex and health is vital and will, therefore, engage parents as far as possible in their children's learning. This will include liaising with parents throughout the year.

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The school will consult with parents when reviewing the content of the school's RSHE curriculum, and will be given regular opportunities to voice their opinions and concerns. The school will use the views of parents to inform decisions made about the curriculum content and delivery; however, parents will not be granted a 'veto' on curriculum content, and all final decisions will be the school's to make.

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 admin@catcote.co.uk, or contact the school office to arrange a meeting with the Headteacher/CEO or RSHE subject lead on 01429 264036

9. 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 RSHE 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.

External agencies include Brook delivering SRE topics and assemblies with Cleveland Police delivering knife crime, hate crime, county lines and internet safety.

The school health care assistant with support of RSHE lead will deliver of basic lifesaving skills.

The PHSE lead and DSL will deliver drop down sessions on various topics including menstruation, sexual exploitation, FGM and sexual harassment/violence.

10. Withdrawal from lessons

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

Requests to withdraw a child from sex education will be made in writing to the Headteacher / CEO.

Before granting a withdrawal request, the Headteacher/CEO along with the RSHE lead 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/CEO alongside the RSHE lead 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 Document management procedure.

Following discussions with parents, the school will respect the parents' request to withdraw their child from specific elements of the programme of study. This can be 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 specific elements of the RSE programme of study will receive appropriate, purposeful education during the full period of withdrawal.

For requests concerning the withdrawal of a student, the Headteacher/CEO will take the students' specific needs into account when making their decision.

11. Equality and accessibility

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

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

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.

The school will design the RSHE curriculum to be inclusive of all students. The school will be aware that some students are more vulnerable to exploitation, bullying and other issues due to their characteristics.

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.

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

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

12. 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 following our safeguarding protocols.

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.

13. Assessment

The school will have the same high expectations of the quality of students' work in RSHE as for other curriculum areas. Lessons will be planned to provide suitable challenge to students of all abilities.

Teaching will be assessed and assessments used to identify where students need extra support or intervention. There are no formal examinations for RSHE; however, progress will be monitored in a number of ways.

14. Staff training

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Training will be provided by the RSHE subject leader, DSL, ICT lead and external agencies to the relevant members of staff to ensure they are up-to-date with the RSHE curriculum. Training will also be scheduled around any updated guidance on the curriculum and any new developments, e.g. “sexting”, which may need to be addressed in relation to the curriculum. Bitesize training will be delivered in whole staff meetings on various topics throughout the year.

15. Monitoring and review

The RSHE subject leader will be responsible for monitoring the quality of teaching and learning for the subject. They will conduct subject assessments on a regular basis, which will include a mixture of the following:

- Self-evaluations
- Lesson observations
- Topic feedback forms
- Learning walks
- Book looks
- Collaborative sharing of plans

The RSHE subject leader will create annual subject reports for the Headteacher/CEO and Board of Trustees to report on the quality of the subjects. They will also work regularly and consistently with the Headteacher/CEO and Safeguarding link Trustee, e.g. through review meetings, to evaluate the effectiveness of the subjects and implement any changes.

This policy will be reviewed by the Headteacher/CEO in conjunction with the RSHE subject leader on an annual basis.

Any changes needed to the policy, including changes to the programmes, will be implemented by the Headteacher/CEO and RSHE lead. Any changes to the policy will be clearly communicated to all members of staff and, where necessary, parents and students, involved in the RSHE curriculum.

The next scheduled review date for this policy will be March 2023

16. Definitions / Abbreviations

Term	Meaning
CEO	Chief Executive Officer
CPD	Continuing Professional Development
DfE	Department for Education
DSL	Designated Safeguarding Lead

FGM	Female Genital Mutation
LGBTQ+	Lesbian, gay, bisexual and transgender
RSHE	Relationship, Sex and health education
SEND	Special Educational Needs and Disability
SLT	Senior Leadership Team
SRE	Sex and Relationship Education