



TEIGNMOUTH

Community School

Thrive • Care • Succeed

RSE and Health Education Policy

Adopted by Governors on 29.11.2023

Next Review: November 2026

This policy has been created in line with the DfE's 'Relationships Education, Relationships and Sex Education, and Health Education' 2019 statutory guidance.

Statement of Intent

At Teignmouth Community School, we believe that our high quality PSHE and Relationships and Sex Education will stay with our students for life. RSE is not about encouraging teenagers to become sexually active nor is it about promoting any particular lifestyle or relationship choice. RSE is about providing students with the knowledge, skills and confidence to make safe, healthy and informed relationship choices as young people and in the future as adults. We believe in empowering our students to understand their bodies, to reflect on their relationship values and to be able to openly discuss relationships and sex. We believe that this approach will reduce the risk of unhealthy and abusive relationships. This policy outlines how the school's RSE and health education curriculum will be organised and delivered, to ensure it meets the needs of all pupils.

Signed by: Rachel Wickham, Headteacher

1. Legal framework

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

- DfE (2022) 'Keeping children safe in education'
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- Children and Social Work Act 2017 (Updated 2021)
- Equality Act 2010 and schools
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)

2. Roles and responsibilities

The Headteacher is responsible for, and may delegate through the PSHE Lead:

- The overall implementation of this policy.
- Ensuring all pupils make progress in achieving the expected educational outcomes.
- 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 all staff are suitably trained to deliver the subjects.
- Ensuring parents/carers are fully informed of this policy.
- Reviewing all requests to withdraw pupils 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 pupils 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.

The PSHE subject leader is responsible for:

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

Curriculum and pastoral staff 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 pupils with SEND.
- Liaising with the PSHE subject leader about key topics, resources and support for individual pupils.
- Monitoring pupil progress in RSE and health education.
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the DSL.
- Responding appropriately to pupils whose parents have requested to withdraw them from the non-statutory components of RSE, by providing them with alternative education opportunities.

The SENDCO is responsible for:

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

3. Organisation of the RSE and health education curriculum

The majority of the RSE and health education curriculum will be delivered through students timetabled PSHE lesson which occurs once a fortnight, some elements are also taught via the science curriculum. The RSE and Health education curriculum will also be supported by assemblies where appropriate. There will also be collapsed timetable activities throughout the year, with a core topic of 'Relationships'.

At Teignmouth Community School, our PSHE curriculum including our RSE program will:

- Be age appropriate and differentiated to the needs of ALL students
- Present information in an objective, balanced and sensitive manner
- Encourage the development of social skills and strategies, which will reduce the risk of exploitation, misunderstanding and abuse
- Develop a clear understanding of the importance of consent; how to give, withdraw, ask for and recognise consent
- Reinforce the importance of loving relationships, rooted in mutual respect
- Ensure protected characteristics are positively represented and supported in our curriculum
- Ensure students can identify the qualities of healthy and unhealthy relationships
- Allow students to examine the physical and emotional implications of their behaviour
- Make students aware how and where to seek help when needed
- Prepare students for the journey from adolescence to adulthood
- Provide students with a safe environment to learn about sexual orientation and gender identity
- Ensure that students have a clear understanding of sexual and reproductive biology, including knowledge of sexually transmitted diseases
- Ensure students understand the different risks associated with various types of sexual activity and understand how to engage in safe sexual activity by exploring a range of contraception
- Place paramount importance on online safety and the risks of using social media and the internet
- Be informed by local and national data e.g. the Devon Health Related Behaviour Questionnaire (DHRBQ), the Big Ask, & the Devon Joint Strategic Needs Assessment (DJSNA), to ensure it meets the needs of our specific pupils

4. RSE subject overview

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

Year 7		
	Core Value	Lesson Title
HT 1	Work Hard: Never Give Up	Transition to Secondary School
		Personal identity and values

		Learning skills and teamwork
HT 2	Be Kind: Care for Each Other	Making and maintaining friendships
		Identifying and challenging bullying
		Communicating online
HT 3	Join In: Develop & Grow	Respect in school
		Rights in the community
		Human rights
HT 4	Work Hard: Never Give Up	Regulating emotions
		How healthy routines aid resilience (diet, exercise, sleep & Hygiene)
		Managing peer pressure
HT 5	Be Kind: Care for Each Other	Puberty and managing change
		Relationship boundaries
		Unwanted contact
HT 6	Join In: Develop & Grow	Personal Safety
		First aid 1
		First aid 2

Year 8		
	Core Value	Lesson Title
HT 1	Work Hard: Never Give Up	Aspirations for the future
		Online choices and influences
		Resisting peer influence
HT 2	Be Kind: Care for Each Other	Stereotypes, prejudice and discrimination
		Promoting diversity and equality
		LGBT + inclusivity
HT 3	Join In: Develop & Grow	Career choices & employability
		Identity and the world of work
		Managing online presence
HT 4	Work Hard: Never Give Up	Maintaining positive mental health 1
		Maintaining positive mental health 2
		Digital and media literacy
HT 5	Be Kind: Care for Each Other	Healthy relationships
		Boundaries and consent
		Managing conflict
HT 6	Join In: Develop & Grow	First aid 1
		First aid 2
		Introduction to contraception

Year 9		
	Core Value	Lesson Title
HT 1	Work Hard: Never Give Up	Personal goals and aspirations
		Career Pilot
		GCSE Preferences process
HT 2	Be Kind: Care for Each Other	Friendship challenges
		Healthy & unhealthy relationships
		Consent
HT 3	Join In: Develop & Grow	Financial decisions
		Saving and borrowing
		Gambling, financial choices and debt

HT 4	Work Hard: Never Give Up	Mental health
		Change, loss & bereavement
		Healthy coping strategies
HT 5	Be Kind: Care for Each Other	Relationships and sex in the media
		Assertive communication
		Gangs and violent crime
HT 6	Join In: Develop & Grow	First aid 1
		First aid 2
		Cancer awareness

Year 10		
	Core Value	Lesson Title
HT 1	Work Hard: Never Give Up	Managing transition to Key Stage 4
		Managing mental health concerns 1
		Managing mental health concerns 2
HT 2	Be Kind: Care for Each Other	Relationship expectations & nature of committed relationships
		Impact of pornography
		Online relationships
HT 3	Join In: Develop & Grow	Interviews and CV (NCB)
		CV (NCB)
		Preparation for work experience (NCB)
HT 4	Work Hard: Never Give Up	Skills for employment
		Online presence and reputation
		Online opportunities
HT 5	Be Kind: Care for Each Other	Diversity and discrimination
		Forced marriage & extremism
		Identifying and responding to abuse and harassment
HT 6	Join In: Develop & Grow	Personal safety 1
		Personal safety 2
		First aid and life-saving

Year 11		
	Core Value	Lesson Title
HT 1	Work Hard: Never Give Up	Managing transition to Year 11
		New opportunities
		Preparing for adult life #1
		Preparing for adult life #2
HT 2	Be Kind: Care for Each Other	Relationship values
		Maintaining sexual health
		Managing relationship challenges and endings
HT 3	Join In: Develop & Grow	Apprenticeships and advice (NCB)
		Advice for the future (NCB)
		Blood, organ & stem cell donation
HT 4	Work Hard: Never Give Up	Work smarter not harder
		Positive mental health
		Recognising and celebrating successes
HT 5	Be Kind: Care for Each Other	Families and parenting
		Fertility, adoption and abortion
		Managing grief and loss

5. Working with external agencies

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

The school will check the visitor/visiting organisation's credentials of all external agencies. The school will ensure the teaching delivered by the external experts fits with the planned curriculum and provisions of this policy. 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 pupils. The school will use visitors to enhance teaching by an appropriate member of teaching staff, not to replace teaching by those staff.

6. Withdrawal from lessons

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

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.

7. Safeguarding and confidentiality

Teachers are aware that effective PSHE and RSE, which brings an understanding of what is and what is not appropriate in many aspects of young lives, including relationships, can lead to a disclosure of a child protection issue. Teachers will consult with the designated safeguarding lead, in their absence their deputy. Teachers will seek to mitigate in class disclosures through the establishing and reinforcing of consistent and supportive class room rules, these are based on the whole school non-negotiables, with additional focus on respect. Class based discussion will be carefully controlled and facilitated by the teachers to ensure that students do not share personal experiences in class, where needed students will be stopped and invited to discuss sensitive topics with the teacher supported by the pastoral team. Visitors/external agencies which support the delivery of RSE will be required to sign in have an up to date DBS, not be left alone with students and report any disclosures to the DSL.

8. Assessment

The school has the same high expectations of the quality of pupils' work in RSE and health education as for other curriculum areas. Lessons are planned to provide suitable challenge to pupils of all abilities. Assessments are used to identify where pupils need extra support or intervention. There are no formal examinations for RSE and health education; however, to assess pupil outcomes, the school will capture progress in the following ways:

- Mind mapping
- Self-evaluations (confidence checkers before and after a unit)

9. Monitoring and review

This policy will be reviewed by the Headteacher in conjunction with the RSE and health education subject leader on an annual basis. Any changes needed to the policy, including changes to the programmes, will be implemented by the Headteacher. Any changes to the policy will be clearly communicated to all members of staff and, where necessary, parents and pupils, involved in the RSE and health education curriculum.

10. Appendix

Letter to parents:

Dear Parents and Carers,

It gives me great pleasure to write to you to explain a few changes to the curriculum at Teignmouth Community School which will be in place when your child returns to school this term. Personal, Social, Health and Economic Education (or PSHE for short), will be delivered as a standalone subject whereby your child will receive one lesson of PSHE a fortnight, plus some content delivered in assemblies and tutor time. This is different from previous years whereby the PSHE curriculum was delivered during 3 x collapsed school days a year, known as 'Enrichment Days'.

This change reflects the importance we as a school deem the PSHE curriculum and ensures that consistent quality and enough time is allocated to discuss important subjects. It also takes into account feedback from many of you; in May 2019 we consulted with parents and carers about our PSHE provision during our 'Parent Forum'. The feedback we received suggested a move to a specialist team would be favoured and there was agreement that these topics are important and should be covered and revisited by the school.

PSHE is a subject that is broadly split into three key areas:

1. Health and Wellbeing
2. Living in the Wider World
3. Relationships

In essence, PSHE at Teignmouth Community School is the subject through which students develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepares for life and work both now and in the future. Students will be given opportunities to develop themselves in a balanced way, beyond the academic, to move from childhood to adolescence with support and guidance. The subject encourages both an awareness of others and the development of responsible independence.

Attached to this letter is an overview of the curriculum which summarises the key topics which will be covered. Another key change from September 2020 is that the 'Sex and Relationships Education' (or SRE for short) and 'Health Education' part of the PSHE curriculum will become statutory. This essentially means that the government is committed to ensuring that every child in England and Wales receives similar educational experiences within these areas. There is no real change for us here as we have always delivered SRE and Health Education as part of our curriculum.

The new requirements specifically detail the information young people need to help them develop healthy, nurturing relationships of all kinds. This includes contraception, developing intimate relationships, resisting and not applying pressure to have sex. It also covers what is acceptable and unacceptable behaviour in relationships. The DfE have published a useful guide for parents which can be found here: www.gov.uk/government/publications/relationships-sex-and-health-education-guides-for-schools

The aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. This will enable them to recognise what is considered normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources.

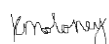
It is important to be mindful of the fact that PSHE isn't just 'all about sex'. There are important lessons embedded within the subject related to further education and careers, financial decision making, bullying, discrimination, drugs, gangs, online safety and digital literacy to name a few!

All PSHE teaching will take place in a safe learning environment and will be underpinned by our school ethos and values. Lessons will be designed in line with DfE recommendations and with support from the PSHE Association to ensure that the content is sensitive, comprehensively planned and age appropriate.

Parents have the right to request that their child be withdrawn from some or all of the sex education delivered as part of the statutory RSE following discussions with the Headteacher up until three school terms before your child turns 16. At this age, your child can choose to receive Sex Education if they would like to. Our SRE policy is available on our website and will be updated shortly to reflect the statutory changes.

As a school community, we are committed to working in partnership with parents; if you would like to find out more, discuss any concerns or give any feedback and suggestions, then please do not hesitate to contact me. I very much have an 'open door' policy and would welcome the opportunity to meet with you should you wish.

Yours Sincerely,



Kelly Moloney
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Subject Lead for PSHE

Version #	Date	Amended By	Nature of Change
1	17.9.20	Kelly Maloney	New policy
2	17/11/23	Kelly Moloney	Scheme of work