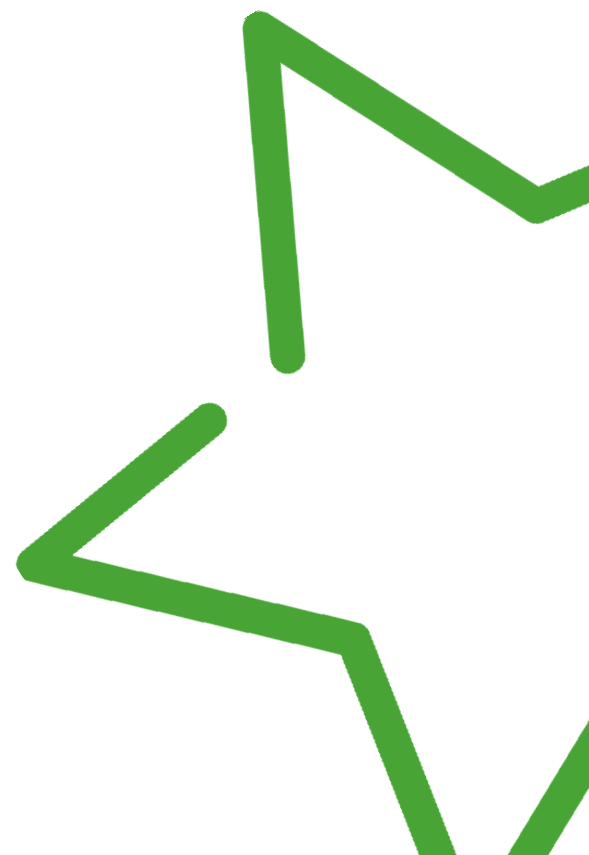


# RSE and Health Education

## Addendum to the Trust Policy

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## 1. Introduction

Two cornerstones of the Copley Academy Great Lives PSHE Programme is to ensure that students are Self-aware and know how to Self-care alongside being great 21<sup>st</sup> Century citizens. These elements are crucial to ensuring that students have the knowledge, skills and attributes to form strong, and meaningful relationships that allow them to achieve, be successful, be responsible, and respectful in the world beyond education. Therefore, ensuring our students receive an age appropriate RSE curriculum is a key part of our curriculum provision.

## 2. Aims

By teaching high quality RSE, we aim to:

- Create a safe framework in which sensitive material can be engaged with by both students and staff.
- Prepare students for puberty and give them an understanding of sexual development and the importance of health and hygiene.
- Encourage students to make responsible, informed decisions about the friendships and relationships that they form and the actions to maintain healthy and positive interactions.
- Develop assertiveness and communication skills in managing friendships and relationships and how to seek support should they foster any worries about themselves or others.
- Recognise, examine, explore and manage feelings, attitudes, morals and values such as love, anger, trust, respect, sadness and grief; and
- Develop self-esteem, positive self-image and body-image, and confidence.

## 3. Statutory Requirements

We are required to teach relationships and sex education as part of the Department for Education Statutory guidance, which was updated in 2021. Whilst parents do have a right to withdraw students from aspects of sex education, which are not part of the science curriculum, it is our hope that through our inclusive and sensitive approach and through consultation with parents, no student at Copley Academy will miss out on the opportunity to be equipped with the knowledge and skills laid out in the Great Lives Curriculum and deeper learning events.

Documents that inform this policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary Guidance SRE for the 21<sup>st</sup> Century (2014)
- Keeping Children Safe in Education – Statutory guidance (2016)
- Children and Social work act (2017)
- Relationships, Sex Education and Health Education (Regulations 2021 DfE)
- Bullet

## 4. Definition

‘Relationships and sex education’ can be defined as providing students with the knowledge, skills and attributes that young adults in the 21<sup>st</sup> Century need to develop and maintain healthy, happy and successful relationships of all kinds, both intimate and non-intimate. Any RSE teaching and learning should enable students to know what a healthy relationship looks like, what makes a good friend and colleague, in addition to what makes a successful marriage, civil partnership or other type of committed relationship. All learning about different relationship types should be inclusive, for example covering LGBTQ relationships.

Student learning should also cover body development, contraception, developing intimate relationships, and the issue of consent in a sexual relationship and resisting the pressure to have sexual relationships, as

well as highlighting unacceptable behaviour in relationships, such as criminal and sexual exploitation. This will allow our students to understand the effect that positive relationships and conversely challenging and toxic relationships have on mental wellbeing and behaviour, and to understand what to do and what help, and support is available to them as well as supporting others. Our policy and curriculum learning are not about the promotion of sexual activity.

We believe that good quality relationships and sex education is vital to the progress of our students, as part of the development of the whole individual and allow them not to just develop as a learner whilst in education, but to be a responsible 21<sup>st</sup> Century citizen, who can make appropriate life choices. Research shows that students who have access to quality teaching PSHE and RSE teaching make better progress than those who don't because the curriculum helps students to address barriers that can have a negative impact on learning elsewhere.

To ensure the effective delivery of our Great Lives Curriculum, especially the RSE components, a positive and transparent partnership is necessary between the Academy and home. This is important so that students can discuss learning and seek out support in environments other than the Academy. Therefore, families are notified at the start of each academic year about the curriculum and are not only provided with an opportunity to opt out but are invited to speak to staff about any concerns or suggests that they might have around the curriculum intent. This is also mirrored in the opportunities that the Academy provides for staff and student voice to ensure that our intent is meeting the needs of our students and local community.

## 5. Inclusivity

In line with our values of 'respect' and 'together' and in accordance with the Equality act of 2010 the education received by students is inclusive and considers a range of factors, such as cultural and religious background, gender, race, sexuality, and disability. We ensure that people with all the protected characteristics are represented curriculum intents and plans and that lessons are adapted to meet the needs of the students in each class. We understand that students will be at different stages of development and thinking in terms of sexuality and we ensure that all lessons are an inclusive and safe environment in which to participate, ask questions, and learn where to gain further support. Clear ground rules at the start of every lesson mean that whatever the background and perspective of the student, they can voice their opinions and concerns in a safe and secure environment.

The intention of our programme is that students will:

- Know and understand the different stages of physical development for all genders – we do not separate boys and girls.
- Understand and explain the characteristics of safe and healthy relationships, and how these are different to toxic relationships.
- Identify examples of various points of support and advice to if they have any concerns about themselves or others.
- Understand the concept of consent and how to resist the pressures to engage in sexual activity before they are ready.
- Know and understand a range of issues surrounding safe sexual conduct, such as contraception, STIs, and online safety.
- Understand the importance of being ready for parenthood and the effect of parenting on the life of a child and the parent.
- Develop the skills of assertiveness, self-regulation, empathy, and resilience to support them in forming healthy, happy, relationships.
- Develop the attributes of tolerance, mutual respect, permission seeking, and consideration to ensure their behaviour leads to successful relationships.

## 6. Roles and Responsibilities

Relationships and sex education form a major part of our Great Lives Curriculum, which all staff hold a responsibility to ensure its effective implementation. Firstly, the intent is taught by all form tutors for 50 minutes each week. Form tutors develop the best relationships with their form tutors and form tutors

know their students, their behaviours and backgrounds and are in the privileged position of knowing how to best pitch the learning and where to deliver them most personalised support around sensitive material. Each component of learning is benchmarked against the PSHE Associations Programme of learning alongside other local agencies, such as Tameside Drugs and Alcohol Services and You Think to ensure that material is meaningful but also relevant to our local contexts. To ensure staff know how to best deliver this intent staff voice maps continued professional development and training. This identification process is also supported via a rigorous quality assurance process, which includes learning walks, student voice, drop ins and book looks. Curriculum planning is led by post-holders and subject to Trust audits and the LGC. The Academy is also part of the GAET PSHE network that shares good practice across the trust and they regularly meet to look at developments in the subject and how to implement these.

The Curriculum intent is supplemented by assemblies and deeper learning events, which are linked to the topics in lessons. Assemblies include a good mix of internal and external speakers to give students a broad perspective on key issues. For example, Odd Arts who deliver a workshop of CCE and CSE, are an annual timetabled fixture of the Year 9 curriculum alongside other agencies, such as the school nursing team.

## 7. Curriculum Design

Our Great Lives Curriculum permeates all elements of the Academy life, and not just through discreet lessons. Our commitment to Great lives ensures that all curriculum intents covers physical and mental wellbeing, healthy relationships and life in the wider world, including careers. Therefore, planning provides an opportunity to establish cross-curricular links to ensure any intent and implementation is delivered consistently across all subject areas to avoid confusion or misconceptions; if there is consistent around what is being taught and how, students are more likely to know more, do more and remember more.

The RSE content in our curriculum intent is designed to be age appropriate. For example, Year 7 students begin with topics such as body development and build up to looking at healthy and unhealthy relationships and at the other end of the scale Key Stage 4 explore sexual health choices and where to get support. The intent is benchmarked against statutory guidance from the Department of Education and the PSHE Associations Programme of Study, as part of good practise. Through following this guidance, the intent also supports with the delivery of British Values and SMSC in the Academy. Curriculum intent and implementation has been quality assured in consultation with the Trust. All materials are planned by stake holders and are delivered in 50-minute sessions across the week, with an additional hour across the fortnight for Year 7. All staff members are provided with a handbook that outlines their responsibilities and signposted to personalised CPD should it be needed. Students are provided with regular formative assessment to ensure that staff benchmark and check understanding. There are also key summative assessment points during the academic year. An overview of the intended learning in each year group can be found in appendix one.

### 7.1. Great Lives Resources

- Are aligned with the teaching requirements set out in the statutory RSE guidance.
- Would support students in applying their knowledge in different contexts and settings.
- Are age-appropriate, given the age, developmental stage, and background of our students.
- Are evidence-based and contain robust facts and statistics, which are reviewed and updated.
- Are suitable for our curriculum intents.
- Are from credible sources and personalised to the Academy.
- Are compatible with effective pedagogy and can be adapted for different learners to access the intent.
- Are sensitive to students' experiences and won't provoke distress.

### 7.2. Use of External Organisations and Materials

Copley Academy ensures that any agency and any materials used are appropriate and in line with our legal duties around political impartiality, as ultimately the Academy is responsible for what is said to students. This includes making sure that any speakers, tools and resources used don't undermine the fundamental

British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Any external deliverers are subject to DBS checks and are identified appropriately in line with the Academy's safeguarding responsibilities.

Therefore, The Academy will make sure any organisation and material:

- Are age-appropriate.
- Are in line with pupils' developmental stage.
- Comply with:
  - This policy, and other Academy policies.
  - The Teachers' Standards
  - The Equality Act 2010
  - The Human Rights Act 1998
  - The Education Act 1996
- The Academy will only work with external agencies where we feel that they are full compliant with the above and are meeting our curriculum intent.

## 8. Monitoring and Reporting

Rigorous line management and calendared quality assurance processes (including learning walks, stakeholders voice, curriculum reviews and a CPD analysis) of curriculum intent and implementation, is used to drive forward continuous improvement. Teachers are supported to critically reflect on their teaching of RSE. through meticulous quality assurance which includes lesson visits, student and staff voice, curriculum reviews and a CPD analysis. The findings of these reviews are used to adapt the content and delivery of the curriculum. This also ensures that student data is reliable, valid, and of value as at three points curriculum progress in Great Lives is communicated to parents.

## 9. Training

Time is built into the directed time calendar for Great Lives staff to meet and understand the curriculum and the pedagogy needed in PSHE. In addition to this all staff are invited to the GAET PSHE network meetings to improve their practice further.

In addition to a Great Lives handbook and curriculum plans that give staff operational details, they also contain supporting guidance for personalised CPD.

## 10. Parents Right to Withdraw

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the Academy will arrange this. Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to our Principal, Mrs Ruth Craven.

A copy of withdrawal requests will be placed in the pupil's educational record. The principal and/or other post holders will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from sex education.

## Appendices

### Appendix 1 – Curriculum Map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 7	HT5  HT3 and HT6	<p>Puberty And Healthy Bodies- Students receive essential education on the ways in which we can look after our bodies in order to live a healthy lifestyle. They will also receive education on puberty and how they may change in accordance with national guidelines.</p> <p>Community and Staying Safe- provides students with an opportunity to understand the value of positive relationships, especially friendships and how to maintain safe and healthy relationships in the school and wider community.</p>	GREAT Lives PowerPoint and resources, Curriculum justification and Medium-Term Plans.
Year 8	HT1	<p>Respect- Students will discuss and understand that people live different lifestyles and make choices which are different to cultural hegemony. They will also explore historical attitudes to difference and understand the need for a progressive view within our society, especially with regards to sexuality and relationships and how religion can impact upon people's relationship choices.</p>	GREAT Lives PowerPoint and resources, Curriculum justification and Medium-Term Plans. LGBTQ Out Loud workshop that explores the use of language, actions and relationships, with a focus on discriminatory behaviour.

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 9	HT5	Contraception- Students build on the social issues that part have been previously explore, such as respect, sexuality etc. as part of preparing students be 'responsible citizens' alongside key features of a healthy relationship, the different types of contraceptives are available to have safe sex, the consequences of unsafe sex and how to seek advice. There is a big focus on consent. Students also have a workshop from Odd Arts that looks at child criminal exploitation, which includes sexual exploitation.	GREAT Lives PowerPoint and resources, Curriculum justification and Medium-Term Plans. You Think workshop on contraceptives, STIs and consent and Child Criminal Exploitation event to revisit healthy friendships. Odd Arts Just One Favour Workshop.
Year 10	HT4 and HT6	Self-esteem, personal health and relationships- revisit key themes and topics from Key Stage 4 with an increase in breadth and depth that is more age appropriate and relevant. Key foci include impact of substance abuse on relationships, impact of use on social media and inappropriate use of social media in relationships and characteristics of positive and toxic relationships.	GREAT Lives PowerPoint and resources, Curriculum justification and Medium-Term Plans.
Year 11	Ongoing	Year 11s have a bespoke programme that is responsive to their needs based on ongoing staff and student voice across the course of the academic year	GREAT Lives PowerPoints



## Appendix 2 – By the end of secondary school pupils should know

### RSE

TOPIC	PUPILS SHOULD KNOW
<b>Families</b>	<ul style="list-style-type: none"><li>• That there are different types of committed, stable relationships</li><li>• How these relationships might contribute to human happiness and their importance for bringing up children</li><li>• 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</li><li>• Why marriage is an important relationship choice for many couples and why it must be freely entered into</li><li>• The characteristics and legal status of other types of long-term relationships</li><li>• The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</li><li>• 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 to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed</li></ul>

TOPIC	PUPILS SHOULD KNOW
<b>Respectful relationships, including friendships</b>	<ul style="list-style-type: none"> <li>• 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 relationship</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice)</li> <li>• That in school and in 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</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</li> <li>• That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</li> <li>• What constitutes sexual harassment and sexual violence and why these are always unacceptable</li> <li>• The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal</li> </ul>
<b>Online and media</b>	<ul style="list-style-type: none"> <li>• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</li> <li>• About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online</li> <li>• Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</li> <li>• What to do and where to get support to report material or manage issues online</li> <li>• The impact of viewing harmful content</li> <li>• 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</li> <li>• That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</li> <li>• How information and data is generated, collected, shared and used online</li> </ul>

TOPIC	PUPILS SHOULD KNOW
<b>Being safe</b>	<ul style="list-style-type: none"> <li>• 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</li> <li>• How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)</li> </ul>
<b>Intimate and sexual relationships, including sexual health</b>	<ul style="list-style-type: none"> <li>• 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</li> <li>• That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing</li> <li>• The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</li> <li>• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</li> <li>• That they have a choice to delay sex or to enjoy intimacy without sex</li> <li>• The facts about the full range of contraceptive choices, efficacy and options available</li> <li>• The facts around pregnancy including miscarriage</li> <li>• That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)</li> <li>• How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing</li> <li>• About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</li> <li>• How the use of alcohol and drugs can lead to risky sexual behavior</li> <li>• How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</li> </ul>

## Physical Health and Mental Wellbeing

TOPIC	PUPILS SHOULD KNOW
<b>Mental wellbeing</b>	<ul style="list-style-type: none"> <li>• How to talk about their emotions accurately and sensitively, using appropriate vocabulary.</li> <li>• That happiness is linked to being connected to others.</li> <li>• How to recognise the early signs of mental wellbeing concerns.</li> <li>• Common types of mental ill health, e.g. anxiety and depression.</li> <li>• 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.</li> <li>• The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.</li> </ul>
<b>Internet safety and harms</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>
<b>Physical health and fitness</b>	<ul style="list-style-type: none"> <li>• The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.</li> <li>• The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health.</li> <li>• About the science relating to blood, organ and stem cell donation.</li> </ul>
<b>Healthy eating</b>	<ul style="list-style-type: none"> <li>• How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.</li> </ul>

TOPIC	PUPILS SHOULD KNOW
<b>Drugs, alcohol and tobacco</b>	<ul style="list-style-type: none"> <li>• The facts about legal and illegal drugs and their associated risks, including the link between drug use and serious mental health conditions.</li> <li>• The law relating to the supply and possession of illegal substances.</li> <li>• The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.</li> <li>• The physical and psychological consequences of addiction, including alcohol dependency.</li> <li>• Awareness of the dangers of drugs which are prescribed but still present serious health risks.</li> <li>• The facts about the harms from smoking tobacco, the benefits of quitting and how to access the support to do so.</li> </ul>
<b>Health and prevention</b>	<ul style="list-style-type: none"> <li>• About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.</li> <li>• About dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.</li> <li>• [This should be taught to pupils in the later years of late secondary school, e.g. at KS4] The benefits of regular self-examination and screening.</li> <li>• The facts and science relating to immunisation and vaccination.</li> <li>• The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.</li> </ul>
<b>Basic first aid</b>	<ul style="list-style-type: none"> <li>• Basic treatments for common injuries.</li> <li>• [CPR is best taught from Year 8 onwards] Life-saving skills, including how to administer CPR.</li> <li>• The purpose of defibrillators and when one might be needed.</li> </ul>
<b>Changing adolescent body</b>	<ul style="list-style-type: none"> <li>• Key facts about puberty, the changing adolescent body and menstrual wellbeing.</li> <li>• The main changes which take place in males and females, and the implications for emotional and physical health.</li> </ul>

**Appendix 3 – Parent form: withdrawal from sex education with RSE**

<b>TO BE COMPLETED BY PARENTS</b>			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

<b>TO BE COMPLETED BY THE SCHOOL</b>	
Agreed actions from discussion with parents	