



# RSE and Health Education Policy

**Approved by:** Daniel Pastori

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## Introduction

Today's pupils and young people are growing up in an increasingly complex world, living their lives seamlessly both online and offline which presents many positive and exciting opportunities, but also challenges and risks. RSE and Health Education makes a significant contribution to the promotion of young people's personal and social development.

- Through the promotion of RSE and Health Education, skills are developed that our pupils need for them to grow and flourish as individuals and members of society
- The curriculum contributes to helping pupils and young people to build their personal identities, confidence, and self-esteem
- It enables them to recognise and manage their emotions and to communicate positively in a range of different scenarios

We believe that RSE and Health Education includes supporting young people in developing self-confidence in preparing them for the physical and emotional changes into adulthood. It promotes an understanding of the range of family types and other people who contribute to providing pupils with the care, love and support needed to grow and develop.

We believe this is paramount for teaching pupils the skills and knowledge to safeguard themselves, and prepares them for the challenges, opportunities, and responsibilities of adult life, building healthy relationships and staying safe.

- Providing a PSHE curriculum that is dynamic, relevant, and appropriate for the challenges and contexts of 21st century life as part of our commitment to broad outcomes for our pupils.
- Teaching pupils about equality and diversity as is our duty within the Equalities Act (2010).
- Teaching about different family structures including single parent families, LGBTQ parents, adoptive parents, foster parents/carers amongst other structures.
- Providing our pupils with RSE and Health Education and Health Education that is age appropriate and contributes to lifelong learning and well-being
- Having a strong commitment to confidentiality and to providing a safe learning environment where all feel respected whilst safeguarding vulnerable pupils.
- Informing and working with parents and families to support and promote our work in school
- Working collaboratively with partners and agencies such as healthcare professionals, social care, and other appropriate agencies, to enrich and support pupils' learning in RSE and Health Education where appropriate.

## Legal Framework

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

- Equality Act 2010
- Pupils and Social Work Act 2017
- DfE (2018) 'Keeping pupils Safe in Education'

- DfE (2019) 'Relationships Education, RSE and Health Education (RSE) and Health Education'
- DfE (2015) 'National Curriculum in England: science programmes of study'

### Definitions

The focus should be on giving pupils the information they need to develop healthy, nurturing relationships of all kinds, not just intimate relationships, teaching about the fundamental building blocks and characteristics of positive relationships, with reference to friendships, family relationships, and relationships with other pupils and with adults.

Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for pupils. (Families can include, for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, and foster parents/carers amongst other structures.) Care needs to be taken to ensure that there is no stigmatisation of pupils based on their home circumstances; to reflect sensitively that some pupils may have a different structure of support around them; e.g. looked after pupils, young carers.

The DfE recommends that all providers should have an RSE Education programme tailored to the age and the physical and emotional maturity of the pupils. This is defined as teaching young people to understand human sexuality and to respect themselves and others. It enables young people to build their confidence, mature and make informed decisions about healthy, fulfilling and safe sexual relationships at the appropriate time.

Health education is defined as teaching pupils about how they can make good decisions about their own health and wellbeing, and how physical health and mental wellbeing are interlinked.

Taking account of the age, maturity and needs of the pupils, RSE and Health Education broadly aims to:

- give pupils the confidence and self-esteem to value themselves and others
- understand about the range of relationships, including the importance of family for the care and support of pupils
- develop confidence in talking, listening, and thinking about feelings and relationships
- be able to name parts of the body and describe how their bodies work
- be prepared for puberty
- understand the consequences of their actions and behave responsibly within relationships
- be able to recognise unsafe situations and be able to protect themselves and ask for help and support
- understand the role the media plays in forming attitudes
- understand what a healthy relationship is both on and offline
- ensure pupils know how and where to access appropriate support
- ensure pupils know how to stay well and healthy including having good mental health.

### Personal, Social, Health and Economic Education (PSHE education)

Personal, Social, Health and Economic (PSHE) education is a school subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. These skills and attributes help pupils to stay healthy, safe and prepare them for life and work in modern

Britain. When taught well, PSHE education helps pupils to achieve their academic potential, and leave school equipped with skills they will need throughout later life.

PSHE education is the curriculum area through which we will deliver statutory relationships education and health education. We will also deliver sex education and financial education. We teach subjects such as drug and alcohol education and mental health as distinct topics and also thematically, looking at the links between for example risk taking behaviours or keeping safe.

Our PSHE education programme supports our school to meet our statutory duties 'to promote the well-being of pupils at the school' and to ensure that we have a balanced and broadly-based curriculum which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

### Physical Health and Wellbeing

The aim of teaching about physical health and mental wellbeing is to provide pupils the information and skills they need to make good decisions about their own health and wellbeing. It enables them to recognise when they or others need help and how to access support from appropriate resources. We are clear in delivering this aspect of the curriculum that mental wellbeing is a normal part of daily life, in the same way as physical health. This part of the PSHE education curriculum is statutory.

### Safeguarding & Confidentiality

Everyone involved in the teaching RSE/Health Education will be clear about the boundaries of their legal and professional roles and responsibilities. Teachers will be aware that effective RSE/ HE, which brings an understanding of what is and is not acceptable, may lead to disclosure of a child protection issue

### Equality and Accessibility

If a staff member has any concerns or a child discloses information giving cause for concern, this must be reported to the DSL and the safeguarding policy must be followed.

The School understands its responsibilities in relation to the Equality Act 2010, meaning that School cannot unlawfully discriminate against any pupil because of their sex, race, disability, religion or belief or sexual orientation. RSE will be taught to ensure quality of access for all pupils and avoiding discrimination.

We ensure our RSE and Health Education and Health Education curriculum is sensitive to the needs of all our pupils and their families by:

- Being aware of pupils' individual characteristics, backgrounds, attitudes, and feelings.
- Differentiating teaching and learning from our planned scheme of work to allow access to RSE and Health Education for all our pupils with SEND or EAL.
- Understanding that pupils with SEND or other needs (such as those with social, emotional or mental health needs) are entitled to learn about relationships, sex and health education, and the programme will be designed to be inclusive of all pupils.

- Ensuring freedom from all forms of bullying including homophobic, biphobia and transphobic bullying as is our duty within the Equalities Act (2010) through a zero-tolerance approach within all our policies and practice.
- Ensuring awareness of issues such as sexism, misogyny, gender stereotyping and building a culture where these are not tolerated. Any occurrence will be identified and tackled.

### Role of the Head teacher

It is the responsibility of the Head teacher to ensure:

- That parents and staff are informed about our RSE and Health Education Policy
- There is discussion about 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.
- That all requests to withdraw pupils from non-statutory elements of the RSE and health education curriculum are reviewed.
- That the policy is implemented effectively.
- That members of staff are given sufficiently supported in handling any difficult issues with sensitivity.

### Role of Subject Leads

- Overseeing the delivery of RSE and Health Education
- Ensuring the content is age-appropriate and high-quality.
- Ensuring teachers are provided with adequate resources to support teaching of the subjects and have received appropriate training.
- Ensuring the relationships, sex and health curriculum is inclusive and accessible for all pupils.
- Monitoring and evaluating the effectiveness of the subjects

### Role of the Committee

- All students make progress in achieving the expected educational outcomes.
- The curriculum is well led, effectively managed and well planned.
- The quality of provision is monitored through regular and effective self-evaluation.
- Teaching is delivered in ways that are accessible to our SEND pupils
- Clear information is provided for parents on subject content and their rights to request that their students are withdrawn.

### Organisation of the Curriculum

RSE and health education will be delivered as part of the School's PSHE curriculum which has been organised in line with the statutory requirements outlined in the 'Relationships, Education, RSE and Health Education (RSE) and Health Education' guidance. <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

At Broadstones School we have the flexibility to deliver the content in a way that is age and developmentally appropriate and sensitive to the specific needs, vulnerabilities and religious background of all our pupils.

At the point we consider it appropriate to teach pupils about LGBT, we will ensure that this content is fully integrated into the relationships, sex and health curriculum, rather than delivered as a standalone unit or lesson.

- All teachers will have responsibility for planning and delivering RSE and Health Education.
- Everyone involved in the teaching of RSE and Health Education will follow the School policy.
- A balanced and non-judgmental approach will be taken, and the personal beliefs and attitudes of teachers will not influence the teaching of RSE and Health Education.

At Broadstones School a number of teaching strategies will be used, to deliver an inclusive RSE and Health Education curriculum, including:

- Establishing ground rules with pupils.
- Dealing with pupils' questions in an appropriate manner
- Using discussion and age appropriate materials.
- Encouraging reflection

At Broadstones School we follow the PSHE Association scheme of work, which is split into themes.

The scheme of work maps out the lessons/units for each year group, which progresses and returns to themes as pupils move through the School.

Core Theme 1: Health and wellbeing

Core Theme 2: Relationships

Core Theme 3: Living in the wider world – Economic wellbeing and being a responsible citizen

Pupils build on the knowledge and understanding, skills, attributes and values they have acquired and developed during earlier phases. PSHE education acknowledges and addresses the changes that young people experience, beginning with transition to secondary School, the challenges of adolescence and their increasing independence. It teaches the knowledge and skills which will equip them for the opportunities and challenges of life. Pupils learn to manage diverse relationships, their online lives, and the increasing influence of peers and the media.

Pupils deepen knowledge and understanding, extend and rehearse skills, and further explore attitudes, values and attributes acquired during earlier phases. PSHE education reflects the fact that pupils are moving towards an independent role in adult life, taking on greater responsibility for themselves and others.

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

[Curriculum Links](#)

The School seeks opportunities to draw links between relationships, sex and health education and other curriculum subjects wherever possible to enhance pupils' learning. Relationships, Sex and Health Education will be linked to the following subjects in particular:

- Science – pupils learn about the main external parts of the body and changes to the body as it grows from birth to old age, including puberty.
- Computing and ICT – pupils learn about e-safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support.

### Assessment

• PSHE – pupils learn about respect and difference, values and characteristics of individuals. As with any learning, the assessment of pupils' RSE and Health Education is important as it enables the teachers to gauge individuals' progress. Pupils have the opportunity to reflect upon their personal learning experience and record their understanding. Pupil voice will also be used to inform future planning for PSHE and RSE, to ensure it is both relevant and effective. In addition we will gather the views of teachers, pupils, and parents/carers.

### Monitoring and Evaluation

The PSHE subject leaders will monitor delivery of PSHE with teaching staff to ensure consistent and coherent curriculum provision including -

- Self-evaluations
- Lesson observations
- Learning walks
- Lesson planning scrutiny

### Consultation & the Role of Parents & Carers

The School is aware that the primary role in pupils' RSE and Health Education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of pupils at our School through mutual understanding, trust and cooperation. Similarly, we also understand how important parents/ carers' views are in shaping the curriculum.

In promoting this we:

- Will consult and inform parents/carers
- Inform parents about our School's RSE and Health Education
- Answer any questions that parents may have about the RSE and Health Education of their child.

### Answering Difficult Questions

We will take seriously any issue that parents raise with staff about this policy or the arrangements for RSE and Health Education in our School.

If a child asks an explicit or difficult question, the staff will use their professional judgement in deciding the best way to answer it. This may be through individual work or discussion with the child/ parent. If the staff member is concerned, they must discuss the matter with Designated Safeguarding Lead, DDSL or the Parent/Carer if appropriate and always follow the Schools safeguarding policy.

All questions will be handled sensitively, and consideration will be given to religious or cultural factors, and to parents' wishes before questions are answered.

At Broadstones School we believe it is important that acceptable and unacceptable terminology is clarified and after initial discussion, correct biological terms will always be used for teaching.

Teaching pupils' common terminology to describe genitals is important in relation to safeguarding. This aspect of teaching may link with elements of the Science curriculum around naming body parts. It also links to the following Relationships Education outcome: 'how to report concerns or abuse, and the vocabulary and confidence needed to do so.'

### Right of Withdrawal

Some parents/carers prefer to take the responsibility for aspects of this element of education. They have the right to withdraw their child from the sex education programme except for those parts included in the statutory National Curriculum (i.e. in Science lessons). Parents/carers will have a right to withdraw their child from sex education delivered as part of RSE in secondary Schools which, unless there are exceptional circumstances, should be granted up to three terms before their child turns 16. At this point, if the child themselves wishes to receive sex education rather than be withdrawn, school will make arrangements for this to happen in one of the three terms before the child turns 16 - the legal age of sexual consent. There is no right to withdraw from Relationships Education as the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all pupils to be taught. This is in line with the DFE Statutory Guidance for RSE.

Requests to withdraw a child from sex education will be made in writing to the head teacher. Before granting a withdrawal request, the head teacher 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 head teacher will inform parents of the benefits of their child receiving RSE and any detrimental effects that withdrawal might have. All discussions with parents/carers will be documented and stored in line with record management.

### The Role of External Agencies

The School may liaise with external agencies to support and complement the Schools' PSHE/RSE and Health Education programme of study. All agencies will be aware of the Schools policies and procedures and their role within them. Any matters reported by visitors will be dealt with in line with our Safeguarding Policy. We will ensure that the teaching delivered by visitors fits with the planned programme of study. 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 request copies of the materials and lesson plans the visitor will use, to ensure it meets the full range of pupils' needs. The School will use visitors to enhance teaching by an appropriate member of teaching staff, not to replace teaching by those staff.

### Review

- The policy will be reviewed in light of any changes to statutory guidance, feedback from parents, staff or pupils, and issues in the School or local area that may need addressing.



- Any changes made to this policy will be communicated to all staff, parents and, where necessary, pupils.

RSE subject overview:

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

### Families

- That there are different types of committed, stable relationships.
- That these relationships contribute to human happiness and are important for bringing up children.
- What marriage is, including its legal status, e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.
- Why marriage is an important relationship choice for many couples and why it must be freely entered into.
- The characteristics and legal status of other types of long-term relationships.
- The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting.

pupils will also:

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

### Respectful relationships, including friendships

- The characteristics of positive and healthy friendships in all contexts (including online), including trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationships.
- Practical steps they can take in a range of different contexts to improve or support respectful relationships. How stereotypes, particularly those based on sex, gender, race, religion, sexual orientation or disability, can cause damage, e.g. how they might normalise non-consensual behaviour.
- That in School and wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.
- About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to seek help.

- The types of behaviour in relationships that can be criminal, including violent behaviour and coercive control.
- What constitutes sexual harassment and violence and why these are always unacceptable.
- The legal rights and responsibilities regarding equality, with reference to the protected characteristics defined in the Equality Act 2010, and that everyone is unique and equal.

### Online and media

- 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 pupils is a criminal offence which carries severe penalties, including jail.
- How information and data is generated, collected, shared and used online.

### Being safe

- 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

- 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.

### RSE programmes of study

The School is free to determine an age-appropriate, developmental curriculum which meets the needs of young people and includes the statutory content.

#### Key Stage 3

- Puberty
- Healthy Relationships
- Consent
- Sexual Orientation and Gender Identity
- Relationship Values
- Parenting
- Cyberbullying
- Peer Pressure
- Youth Produced Sexual Imagery (Sexting)
- Romantic Relationships
- Contraception
- Unplanned Pregnancy

#### Year 10

- Healthy Relationships
- Abusive Relationships
- Sexually Transmitted Infections
- Consent
- Sharing Sexual Images

#### Year 11

- Sexual Health
- Marriage / Relationships and long term commitment
- Parenting
- Valuing Diversity
- Testicular Cancer
- Breast Cancer

### Health education subject overview

The physical health and mental wellbeing curriculum will continue to develop pupils' knowledge on the topics taught at a primary level.

### Mental wellbeing

- How to talk about their emotions accurately and sensitively, using appropriate vocabulary.
- That happiness is linked to being connected to others.
- How to recognise the early signs of mental wellbeing concerns.
- Common types of mental ill health, e.g. anxiety and depression.
- How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.
- The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.

### Internet safety and harms

- 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, and 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

- 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

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

### Drugs, alcohol and tobacco

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

- The facts about the harms from smoking tobacco, the benefits of quitting and how to access the support to do so.

### Health and prevention

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

### Basic first aid

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

### Changing adolescent body

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

### Health education programmes of study

The School is free to determine an age-appropriate, developmental curriculum which meets the needs of young people and includes the statutory content.

### Key Stage 3 (Years 7, 8 and 9)

- Taking care of myself
- Personal Hygiene
- Dental Hygiene
- Attitudes to Mental Health
- Promoting Emotional Wellbeing
- Digital Resilience
- Unhealthy Coping Strategies
- Healthy Coping Strategies
- Puberty
- First Aid (including CPR)
- Road Safety
- Cyberbullying
- Online Peer Pressure
- Self Esteem
- Influences on Health and Healthy Behaviours
- Supporting Good Health and Healthy Behaviours

- Smoking and drugs
- Introducing Alcohol
- Understanding the Risks of Alcohol
- Alcohol and Peer Pressure
- Alcohol and Emotional Health

#### Year 10

- Sleep
- Reframing Negative Thinking
- Recognising Mental Ill Health and Where to Get Help
- Promoting Emotional Wellbeing
- Gambling: How Can We Manage Risk?
- Gambling: How Can We Manage Impulses and influences to Gamble
- Gambling: How Can We Help People Who Have Developed Problems with Gambling?
- Understanding and Managing Debt

#### Year 11

- Lifestyle
- Nutrition
- Mental Health
- Feelings

#### Delivery of the Curriculum

The majority of the RSE and health education curriculum will be delivered primarily through the PSHE curriculum.

Through effective organisation and delivery of the subject we will ensure that:

- Core knowledge is sectioned into units of a manageable size.
- The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work.
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.

RSE and health education complement several national curriculum subjects. Where appropriate, the School will look for opportunities to make links between the subjects and integrate teaching.

The curriculum will proactively address issues in a timely way in line with current evidence on pupil's physical, emotional and sexual development.

RSE and health education will be delivered in a non-judgemental, age-appropriate, factual and inclusive way that allows pupils 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 pupils 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 RSE 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 pupils to explore the features of stable and healthy same-sex relationships.

All teaching and resources are assessed by the PSHE leads to ensure they are appropriate for the age and maturity of pupils, are sensitive to their religious backgrounds and meet the needs of all SEND pupils.

Classes may be taught in gender-segregated groups dependent on the nature of the topic being delivered at the time, and the cultural background of pupils where it is only appropriate to discuss the body in single gender groups. 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 pupils. Pupils 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, 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 pupils' 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 on the importance of marriage and healthy relationships when teaching RSE, though sensitivity will always be given as to not stigmatise pupils on the basis of their home circumstances.

Teachers will ensure lesson plans focus on challenging perceived views of pupils based on protected characteristics, through exploration of, and developing mutual respect for those different to themselves. In teaching the curriculum, teachers will be aware that pupils 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. Parents will be consulted about the curriculum, and their views will be valued.

