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Trinity RSE and Health Education Policy

<i>Date Governor Approval</i>	<i>Date of next review</i>	<i>Notes</i>
July 2019		

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Trinity RSE and Health Education Policy 2019

Content

- DFE Guidance on Relationship and Sex Education at secondary level
- Parental Right of excusal – secondary
- Subject content, how it is taught and who is responsible
- How the subject is monitored and evaluated
- Review date

DFE Guidance on Relationship and Sex Education at secondary level

This document is in line with statutory guidance from the Department for Education issued under Sections 34 and 35 of the Children and Social Work Act 2017. The guidance ‘contains information on what schools should do and sets out the legal duties with which schools must comply when teaching Relationships Education, Relationships and Sex Education (RSE) and Health Education.’ P5

The DFE document shares the rationale of an RSE programme which is:

‘To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.’ P6

Other key things to note from the guidance are:

‘The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.’ P6

Parental right of excusal – secondary

DFE Guidance: ‘This guidance also sets out both the rights of parents/carers to withdraw pupils from sex (but not relationships) education and the process that head teachers should follow in considering a request from a parent. Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.’ Parents should make a written request for excusal to the Headteacher. Before granting any such request the head teacher will discuss the request with the parent and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.



Curriculum Content

In addition to developing the knowledge on topics specified for Primary, the following content, which is delivered with age appropriateness in mind, should be covered by the end of secondary:

Topic	Content description	How it is taught
Families	<p>Pupils should know</p> <ul style="list-style-type: none">• that there are different types of committed, stable relationships.• how these relationships might contribute to human happiness and their importance for bringing up children.• what marriage and civil partnerships are, including their legal status e.g. that marriage and civil partnerships carry 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 the raising of children.• how to: determine whether peers, adults or sources of information are trustworthy, judge when a family, friend, intimate or other relationships is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.	<p>PSHE Sessions</p> <p>RE lessons</p> <p>Whole school and year group worship presentations</p> <p>Family Group Time curriculum</p> <p>ICT lessons</p> <p>Flexi-day sessions including outside agency input</p>



<p>Respectful relationships, including friendships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • the characteristics of positive and healthy friendships (both on and offline) including: trust, respect, honesty, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship. • 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). • 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 tolerance and respect to others and others' beliefs, including people in positions of authority. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. • that some types of behaviour within relationships are criminal, including violent behaviour and coercive control. • what constitutes sexual harassment and sexual violence and why these are always unacceptable. • 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. 	<p>PSHE Sessions</p> <p>RE lessons</p> <p>Whole school and year group worship presentations</p> <p>Family Group Time curriculum</p> <p>ICT lessons</p> <p>Flexi-day sessions including outside agency input</p> <p>The Safe Havens project</p> <p>Metro LGBTQ antibullying project</p>
<p>Online and media</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply online and offline. • 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. • not to provide material to others that they would not want shared further and not to share personal material which is 	<p>PSHE Sessions</p> <p>Whole school and year group worship presentations</p>
	<p>sent to them.</p> <ul style="list-style-type: none"> • 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 often presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners. • that sharing and viewing indecent images of children (including those created by children) is against the law. • how information and data is generated, collected, shared and used online. 	<p>Family Group Time curriculum</p> <p>ICT lessons</p> <p>Flexi-day sessions including outside agency input</p>



<p>Being safe</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment and domestic abuse 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 (on and offline). 	<p>PSHE Sessions</p> <p>ICT Curriculum</p> <p>Family Group</p> <p>Time curriculum</p> <p>Character-day sessions including outside agency input</p>
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<p>Intimate and sexual relationships, including sexual health</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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 or 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 men and women. • that there are a 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 to enjoy intimacy without sex. • the facts about the full range of contraceptive choices and options available. • the facts around pregnancy including miscarriage. • 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). • 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. • how 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. 	<p>PSHE Sessions</p> <p>RE curriculum</p> <p>Science curriculum</p> <p>Flexi-day sessions including outside agency input</p>
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National curriculum for science	Maintained schools are also required to teach the national curriculum for science. At key stage 3 and 4 this includes teaching about reproduction in humans, for example the structure and function of the male and female reproductive systems, menstrual cycles, gametes, fertilisation, gestation, birth and HIV/AIDS. There continues to be no right of withdrawal from any part of the national curriculum.	Science lessons
The Law	<p>It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people and some which ensure young people take responsibility for their actions. Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:</p> <ul style="list-style-type: none"> • marriage and civil partnerships • consent, including the age of consent • violence against women and girls • online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.) • pornography • abortion • sexuality • gender identity • substance misuse • violence and exploitation by gangs • extremism/radicalisation • criminal exploitation (for example, through gang involvement or 'county lines' drugs operations) • hate crime 	<p>PSHE Sessions</p> <p>RE curriculum</p> <p>Flexi-day sessions including outside agency input</p> <p>Whole school and year group worship presentations</p> <p>Family Group Time curriculum</p> <p>ICT Lessons</p>

Curriculum Map

Monitoring and Evaluation

- Regular revision of SOWs in PSHE, RE and Science in line with national curriculum.
- Collaboration between Character Education lead and SRE lead re curriculum content.
- Questionnaires and quizzing before and after events. □ Student and parent voice.

Physical health and mental wellbeing

The DFE says:

'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, recognise



issues in themselves and others and, when issues arise, seek support as early as possible from appropriate sources.’

Topic	Content description	How it is taught
Mental wellbeing	<p>Pupils should know how to talk about their emotions accurately and sensitively, using appropriate vocabulary.</p> <p>that happiness is linked to being connected to others.</p> <p>how to recognise common types of mental ill health (e.g. anxiety and depression).</p> <p>how to critically evaluate when something the early signs of mental wellbeing issues. they do or are involved in has a positive or negative effect on their own or others’ mental health.</p> <p>the benefits of physical exercise, time outdoors, the benefits of adequate sleep and rest, community participation and voluntary and service-based activities on mental wellbeing and happiness.</p>	<p>PSHE Sessions</p> <p>Through worship curriculum and Character Education curriculum</p>
Internet safety and harms	<p>Pupils should know the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online through setting unrealistic expectations for body image, how people may curate a specific image of their life online, over-reliance on online relationships (including social media), how advertising and information is targeted at them and how to be a discerning consumer of information online.</p> <p>how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or get support, if they have been affected by those behaviours</p>	<p>PSHE Sessions</p> <p>ICT curriculum</p> <p>Character curriculum</p>
Physical health and fitness	<p>Pupils should know the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.</p> <p>the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and .</p> <p>facts about wider issues such as organ/blood cardiovascular ill-health, the benefits of adequate sleep and rest donation.</p>	<p>PSHE Sessions</p> <p>PE curriculum</p>
Healthy eating	<p>Pupils should know how to maintain healthy eating and the links between a poor diet and health risks, including eating disorders and cancer.</p>	<p>PSHE Sessions</p> <p>Food Technology curriculum</p> <p>Character curriculum</p>



Drugs, alcohol and tobacco	<p>Pupils should know the facts about legal substances and illegal substances, including drug-taking, and the associated risks, including the link to serious mental health conditions.</p> <p>the law relating to the supply and possession of illegal substances.</p> <p>the physical and psychological risks associated with alcohol consumption and what constitutes (relatively) safe alcohol consumption.</p> <p>the physical and psychological consequences of addiction, including alcohol dependency.</p> <p>awareness of the dangers of d</p> <p>still present serious health risks.</p> <p>the facts about the harms</p> <p>rugs which are prescribed but</p> <p>from smoking tobacco (particularly the link to lung cancer),</p> <p>the benefits of quitting and how to access support to do so.</p>	<p>PSHE Sessions</p> <p>Character curriculum</p>
Health and prevention	<p>Pupils should know about personal hygiene, germs (of infection, and about antibiotics.</p> <p>about dental health including microbes), the spread, treatment and prevention</p> <p>s to the dentist.</p> <p>(late secondary) the benefits of</p> <p>and the benefits of good oral hygiene and flossing, including visit regular self</p> <p>immunisation).</p> <p>the importance of sufficient good quality</p> <p>examination (including screening and</p> <p>sleep for good health and how a lack of sleep can affect</p> <p>weight, mood and ability to learn.</p>	<p>PSHE Sessions</p> <p>Science curriculum</p>
Basic first aid	<p>Pupils should know basic treatment for common injuries.</p> <p>life_saving skills, including how to administer CPR.13</p> <p>the</p> <p>purpose of defibrillators and when one might be needed.</p>	<p>PSHE Sessions</p> <p>Character curriculum</p>
Changing adolescent body	<p>Pupils should know key facts about puberty and the</p> <p>changing adolescent body.</p> <p>the main changes which take</p> <p>place in males and females, and the implications for</p> <p>emotional and physical health.</p>	<p>PSHE Sessions</p> <p>Science curriculum</p> <p>Character curriculum</p>

Review Date: Ongoing until September 2020

Reviewed by: Ms F Hanlon, Assistant Headteacher