

High Tunstall College of Science



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Relationships, Sex and Health Education (RSHE) Policy

V2.0

Revised	- July 2026
Stakeholder Consulted	- Quality of Education Committee
Review Date	- July 2027
Responsibility for Review	- Assistant Headteacher Personal Development/PSHCE Co-ordinator

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[Updated] Statement of intent

At High Tunstall College of Science, we understand the importance of educating students about sex, relationships and their health, for them to make responsible and well-informed decisions in their lives.

The teaching of RSHE can help to prepare students for the opportunities, responsibilities and experiences of adult life. It allows us to promote the spiritual, moral, social, cultural, mental and physical development of students at college and in the wider society.

[Updated] This also includes the education of British Values, the promotion of the Equality Act: 2010 and our own Culture, Ethos and Values at the College.

We have an obligation to provide students with high-quality, evidence and age-appropriate teaching of these subjects. This policy outlines how the college's RSHE curriculum will be organised and delivered, to ensure it meets the needs of all students.

1. **[Updated]** Legal framework

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

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- **[Updated]** DfE (2025) 'Keeping children safe in education'
- DfE (2021) 'Teaching about relationships, sex and health'
- **[Updated]** DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' Updated 2025
- DfE (2015) 'National curriculum in England: science programmes of study'
- **[Updated]** The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 Updated 2025
- Children and Social Work Act 2017.

1.2. This policy operates in conjunction with the following college policies:

- Behaviour Policy
- SEND Policy
- Online Safety Policy
- Equal Opportunities Policy
- Anti-Bullying Policy
- Child Protection and Safeguarding Policy
- Records Management Policy
- ICT Acceptable Use Policy Students
- Social, Emotional and Mental Health (SEMH) Policy.

2. **[Updated]** Roles and responsibilities

2.1. The governing body is responsible for:

- Ensuring all students make progress in achieving the expected educational outcomes
- Ensuring the RSHE curriculum is well-led, effectively managed and well-planned
- Evaluating the quality of provision through regular and effective self-evaluation
- Ensuring that teaching is delivered in ways that are accessible to all students with SEND
- Providing clear information to parents on the subject content and the right to request that their child is withdrawn
- Ensuring RSHE is resourced, staffed and timetabled in a way that ensures the college can fulfil its legal obligations

- Creating and keeping up to date a separate written statement of this policy and ensuring the statement is published on the college's website and provided free of charge to anyone who requests it
- Ensuring that all teaching staff receive ongoing training on issues relating to PSHE and RSHE and how to deliver lessons on such issues
- Ensuring that all staff are up to date with policy changes, and familiar with school policy and guidance relating to RSHE
- Ensuring that the RSHE curriculum covers the teaching of safeguarding, including in relation to online safety.

2.2. The Headteacher is responsible for:

- The overall implementation of this policy
- Ensuring all staff are suitably trained to deliver the subjects
- Ensuring there is adequate time on the school timetable to deliver RSHE as a statutory curriculum subject
- Ensuring parents are fully informed of this policy
- Reviewing all requests to withdraw students from non-statutory elements of the RSHE curriculum
- Discussing withdrawal requests with parents, and the 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 students receive appropriate, purposeful education during the period of withdrawal
- Encouraging parents to be involved in consultations regarding the college's RSHE curriculum
- Reviewing this policy on an annual basis
- Reporting to the governing body on the effectiveness of this policy and the curriculum.

2.3. **[Updated]** The DHT Personal Development / PSHE Co-ordinator are responsible for:

- Overseeing the delivery of RSHE.
- Working closely with colleagues in related curriculum areas to ensure the RSHE curriculum compliments, and does not duplicate, the content covered in national curriculum subjects
- Ensuring the curriculum is age-appropriate and of high-quality
- Reviewing changes to the RSHE curriculum and advising on their implementation
- Monitoring the learning and teaching of RSHE, providing support to staff where necessary

- Ensuring the continuity and progression between each year group
- Helping to develop colleagues' expertise in the subject
- Ensuring teachers are provided with adequate resources to support teaching of the curriculum
- Ensuring the college meets its statutory requirements in relation to RSHE
- Leading staff meetings and ensuring all members of staff involved in the curriculum have received the appropriate training
- Organising, providing and monitoring CPD opportunities in the subject
- Ensuring the correct standards are met for recording and assessing student performance
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the headteacher.

2.4. The DSL is responsible for:

- Offering advice and consultation for safeguarding-related subjects in the RSHE curriculum
- Promoting knowledge and awareness of safeguarding issues amongst staff
- Being an appropriate point of contact for staff who have concerns about the welfare of a student that have arisen
- Organising a safe space for pupils to go should they need additional support or time to talk after an RSHE session
- Ensuring staff teach in a trauma-informed manner and are particularly mindful of more vulnerable pupils who may have Adverse Childhood Experiences or potential triggers related to the material through the teaching of RSE and health education.

2.5. Subject teachers are responsible for:

- Acting in accordance with, and promoting, this policy
- Delivering RSE and health education that is sensitive, of 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 RSHE
- Liaising with the SENCO to identify and respond to individual needs of students with SEND

- Liaising with the PSHE Co-ordinator about key topics, resources and support for individual students
- Monitoring student progress in RSHE
- Reporting any concerns regarding the teaching of RSHE to the PSHE Co-ordinator or a member of the SLT i.e. AHT Personal Development
- Reporting any safeguarding concerns or disclosures that students may make as a result of the subject content to the DSL
- Providing an inclusive approach to their lesson delivery
- Responding appropriately to students whose parents have requested to withdraw them from the non-statutory components of RSE, by providing them with alternative education opportunities
- Engaging in training in relation to the teaching of safeguarding, including in relation to online safety.

2.6. The SENDCO is responsible for:

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

3. **[Updated]** Organisation of the RSHE curriculum

- 3.1. For the purpose of this policy, **"RSHE"** is used to refer to the overall programme of relationships, sex and health education.
- 3.2. **"RSE"** refers to relationships and sex education and is defined as teaching students about developing healthy, nurturing relationships of all kinds, and helping them to understand human sexuality and to respect themselves and others.
- 3.3. **"Health education"** is defined as teaching students about how they can make good decisions about their own health and wellbeing, and how physical health and mental wellbeing are interlinked.
- 3.4. **"Sex education"** is defined as teaching students about developing healthy sexuality, and will cover issues, beyond those covered in the science and health curricula, that will be determined in response to the needs of the relevant cohort.
- 3.5. The RSHE curriculum has been developed, and is/has been monitored and reviewed, in consultation with teachers, students and parents, and in accordance with DfE recommendations.

- 3.6. We have gathered the views of teachers, students and parents in the following ways:
- Questionnaires
 - Meetings
 - Letters
 - CPD sessions.
- 3.7. **[Updated]** The majority of the RSHE curriculum will be delivered through PSHE education, with statutory elements taught via the science curriculum and tutor time.
- 3.8. The PSHE Co-ordinator will work closely with their colleagues in related curriculum areas to ensure the curriculum complements and does not duplicate the content covered in national curriculum subjects.
- 3.9. The curriculum has been developed in line with the DfE's 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' guidance.
- 3.10. The college will consider the context and views of the wider local community when developing the curriculum to ensure it is reflective of circumstances in the local area.
- 3.11. The college will consider the religious background of all students when planning teaching, to ensure all topics included are appropriately handled.
- 3.12. The RSHE curriculum is informed by topical issues in the college and wider community, to ensure it is tailored to students' needs, for example, if there was a local prevalence of specific sexually transmitted infections, our curriculum would be tailored to address this issue.

4. RSE subject overview

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

Families

- 4.2. By the end of secondary school, students will know:
- 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 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

- 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.

4.3. Students will also know 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 recognise this in others' relationships
- How to seek help or advice if needed, including reporting concerns about others.

Respectful relationships, including friendships

4.4. By the end of secondary school, students will know:

- 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 college 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

4.5. By the end of secondary school, students will know:

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

Being safe

4.6. By the end of secondary school, students will know:

- 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

4.7. By the end of secondary school, students will know:

- 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.

5. **[Updated]** RSE programmes of study

- 5.1. The college is free to determine an age-appropriate, developmental curriculum which meets the needs of young people and includes the statutory content outlined in section 4 of this policy.

5.2. **[Updated]** Year 7:

Curriculum taught lessons, drop-down days, tutor time resources and year group assemblies focussing upon the HTCS ethos of being ready, respectful and safe. Content including: The modern family; forming respectful and healthy relationships; healthy body and mind – Mental Health and Wellbeing; Personal Safety, Culture, Diversity and Discrimination and Criminal Behaviours.

5.3. **[Updated]** Year 8:

Curriculum taught lessons, drop-down days, tutor time resources and year group assemblies building upon previous learning and the HTCS ethos of being ready, respectful and safe. Content including: Self-care and Health; Respect Online; Safe, healthy and respectful relationships, including consent and sexual health, Personal Safety, Culture, Diversity and Discrimination and Criminal Behaviours.

5.4. **[Updated]** Year 9:

Curriculum taught lessons, drop-down days, tutor time resources and year group assemblies building upon previous learning and the HTCS ethos of being ready, respectful and safe. Content including: Future readiness, Respect, Self-care and Health; Respect Online; Safe, healthy and respectful relationships, including consent and sexual health, Personal Safety, Culture, Diversity and Discrimination and Criminal Behaviours.

5.5. **[Updated]** Year 10:

Delivery of a RSE programme within tutor time resources, year group assemblies and tailored RSE sessions, building upon previous learning and the HTCS ethos of being ready, respectful and safe. Content including: The modern family; forming respectful relationships; the influence of the online world and media; being safe online and within relationships; intimate and sexual relationships, including consent and sexual health.

5.6. **[Updated]** Year 11:

Delivery of a RSE programme within tutor time resources, year group assemblies and tailored RSE sessions, building upon previous learning and the HTCS ethos of being ready, respectful and safe. Content

including: The modern family; forming respectful relationships; the influence of the online world and media; being safe online and within relationships; intimate and sexual relationships, including consent and sexual health.

6. Health education subject overview

- 6.1. The physical health and mental wellbeing curriculum will continue to develop students' knowledge on the topics taught at a primary level, in addition to the content outlined in this section.

Mental wellbeing

- 6.2. By the end of secondary school, students will know:
- 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

- 6.3. By the end of secondary school, students will know:
- 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
 - 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

6.4. By the end of secondary school, students will know:

- 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

6.5. By the end of secondary school, students will know:

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

Drugs, alcohol and tobacco

6.6. By the end of secondary school, students will know:

- 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
- 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

6.7. By the end of secondary school, students will know about:

- Personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics

- 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

6.8. By the end of secondary school, students will know:

- 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

6.9. By the end of secondary school, students will know:

- 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.

7. Health education programmes of study

7.1. The college is free to determine an age-appropriate, developmental curriculum which meets the needs of young people and includes the statutory content outlined in [section 6](#) of this policy.

7.2. Year 7:

Curriculum taught lessons, tutor time resources, year group assemblies and a PSHE timetable drop down day focussing upon the HTCS ethos of being ready, respectful and safe. Content including: Mental well-being; Internet safety; Physical Health & Fitness; Healthy eating; Drugs, alcohol and tabaco; Health and prevention; Basic first aid training.

7.3. Year 8:

Curriculum taught lessons, tutor time resources, year group assemblies and a PSHE timetable drop down day building upon previous learning and the HTCS ethos of being ready, respectful and safe. Content including: Mental well-being; Internet safety; Physical Health and Fitness; Healthy eating; Drugs, alcohol and tabaco; Health and prevention; Basic first aid training.

7.4. Year 9:

Delivery of a RSE programme within tutor time resources, year group assemblies and a PSHE timetable drop down day building upon previous learning and the HTCS ethos of being ready, respectful and safe. Content including: Mental well-being; Internet safety; Physical Health and Fitness; Healthy eating; Drugs, alcohol and tobacco; Health and prevention; Basic first aid training.

7.5. Year 10:

Delivery of a RSE programme within tutor time resources, year group assemblies and a PSHE timetable drop down day building upon previous learning and the HTCS ethos of being ready, respectful and safe. Content including: Mental well-being; Internet safety; Physical Health and Fitness; Healthy eating; Drugs, alcohol and tobacco; Health and prevention; Basic first aid training.

7.6. Year 11:

Delivery of a RSE programme within tutor time resources, year group assemblies and a PSHE timetable drop down day building upon previous learning and the HTCS ethos of being ready, respectful and safe. Content including: Mental well-being; Internet safety; Physical Health and Fitness; Healthy eating; Drugs, alcohol and tobacco; Health and prevention; Basic first aid training.

8. **[Updated]** Delivery of the curriculum

8.1. The majority of the RSHE curriculum will be delivered through the PSHE curriculum.

8.2. **[Updated]** Sex education will be delivered through the science curriculum and the PSHCE curriculum, as well as Tutor Time resources at KS4.

8.3. 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 students clearly, in a carefully sequenced way, within a planned scheme of work
- Teaching includes sufficient and well-chosen opportunities and contexts for students to embed new knowledge so that it can be used confidently in real-life situations.

- 8.4. RSHE complement several national curriculum subjects. Where appropriate, the college will look for opportunities to make links between the subjects and integrate teaching.
- 8.5. The RSHE curriculum will be delivered by appropriately trained members of staff.
- 8.6. The curriculum will proactively address issues in a timely way in line with current evidence on student's physical, emotional and sexual development.
- 8.7. RSHE will be delivered in a non-judgemental, age-appropriate, factual and inclusive way that allows students to ask questions in a safe environment.
- 8.8. Teaching of the curriculum reflects requirements set out in law, particularly in the Equality Act 2010, so that students understand what the law does and does not allow, and the wider legal implications of the decisions they make.
- 8.9. The college will integrate LGBTQ+ content into the RSHE curriculum – this content will be taught as part of the overall curriculum, rather than a standalone topic or lesson, and will be included in lessons within the Year 8 PSHE curriculum and tutor resources for Years 7 and Years 9-11. LGBTQ+ content will be approached in a sensitive, age-appropriate and factual way that allows students to explore the features of stable and healthy same-sex relationships.

The college will ensure it is communicated to parents and stakeholders that LGBTQ+ relationships and content are not inherently sexual in nature. All students are expected to learn about LGBTQ+ content, and parents do not have a statutory right to withdraw their children from lessons that include LGBTQ+ content.

- 8.10. The curriculum will be designed to focus on students of all gender identities and expressions and activities will be planned to ensure all are actively involved.
- 8.11. The college will ensure it delivers teaching on sensitive topics, e.g. the body, in a way that is appropriate and sensitive to the various needs of the college community, e.g. cultural background.
- 8.12. All teaching and resources are assessed by the PSHE Co-ordinator and the AHT (Personal Development) to ensure they are appropriate for the age and maturity of students, are sensitive to their religious backgrounds and meet the needs of any SEND, if applicable.

- 8.13. Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning.
- 8.14. Inappropriate images, videos, etc. will not be used, and resources will be selected with sensitivity given to the age and cultural background of students.
- 8.15. Students will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures taken to ensure this are outlined in the college's Online Safety Policy, and ICT Acceptable Use Policy.
- 8.16. Teachers will establish what is appropriate for one-to-one and whole class settings and alter their teaching of the programmes accordingly.
- 8.17. Teachers will ensure that students' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively and honestly.
- 8.18. Teachers will focus heavily on the importance of marriage and healthy relationships when teaching RSE, though sensitivity will always be given as to not stigmatise students on the basis of their home circumstances.
- 8.19. Teachers will ensure lesson plans focus on challenging perceived views of students based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.
- 8.20. In teaching the curriculum, teachers will be aware that students may raise topics such as self-harm and suicide. When talking about these topics in lessons, teachers will be aware of the risks of encouraging these behaviours and will avoid any resources or material that appear as instructive rather than preventative.
- 8.21. At all points of delivery of the curriculum, parents will be consulted, and their views will be valued. What will be taught and how, will be planned in conjunction with parents.
- 8.22. The procedures for assessing student progress are outlined in [section 15](#) of this policy.
- 8.23. **[Updated]** Curriculum organisation - The RSHE programme is delivered through a variety of opportunities including:
- Designated PSHE time as part of a spiral curriculum
 - Circle time
 - Use of external agencies and services
 - College ethos

- **[Updated]** Small group work and education programmes
- Cross-curricular links
- Assemblies
- Enrichment days or weeks
- Residential trips.

8.24. **Terminology** - Students will be taught the anatomically correct names for body parts; the college will dispel myths and will also understand other names of body parts that can sometimes be used to replace the correct terminology. Lessons around keeping safe and how certain parts of the body should be private must be addressed to ensure students are not left vulnerable.

8.25. **Dealing with difficult questions** - It is important that all college staff feel comfortable to take RSHE classes and answer questions from students. If the teacher does not feel confident leading discussions, then that is likely to be reflected by the students, and their learning will be compromised.

The college provides regular professional development training in how to deliver sex education; this includes sessions on confidentiality, setting ground rules, handling controversial issues, responding to awkward questions and an introduction to the rationale of why teaching RSHE is so important. Staff training will include sessions on how to deal with difficult questions. There may still be times when staff are faced with a difficult question in class that they feel uncomfortable or ill equipped to answer. In this case, they may wish to put the question to one side and seek advice from the RSHE subject leader.

9. Curriculum links

9.1. The college seeks opportunities to draw links between RSHE and other curriculum subjects wherever possible to enhance students' learning.

9.2. RSE and health education will be linked to the following subjects:

- **Citizenship** – Students are provided with the knowledge, skills and understanding to help prepare them to play a full and active part in society, including an understanding of how laws are made and upheld and how to make sensible decisions
- **Science** – Students are taught about the main external parts of the body and changes to the human body as it grows, including puberty

- **ICT and computing** – students are taught about how they can keep themselves safe online and the different risks that they may face online as they get older
- **PE** – Students can develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sport and lead healthy, active lives
- **PSHE** – Students learn about respect and difference, values and characteristics of individuals.

10. **[Updated]** Working with parents

- 10.1. The college understands the important role parents play in enhancing their children's understanding of relationships and health. Similarly, we also understand how important parents' views are in shaping the curriculum. This will include providing parents with frequent opportunities to understand and ask questions about the college's approach to RSHE.
- 10.2. The college has consulted closely with parents when reviewing the content of the college's RSHE curriculum, through meetings and letters, and will be given regular opportunities to voice their opinions and concerns. The college will/has use/used the views of parents to inform decisions made about the curriculum content and delivery; however, parents will not be granted a 'veto' on curriculum content, and all final decisions will be the colleges to make.
- 10.3. The college will work closely with parents in reviewing the sex education curriculum and will consult with them annually with regards to what is covered.
- 10.4. When in consultation with parents, the college will provide:
 - The curriculum content, including what will be taught and when
 - Examples of the resources the college intends to use to deliver the curriculum
 - Information about parents' right to withdraw their child from non-statutory elements of RSHE.
- 10.5. The college understands that the teaching of some aspects of the curriculum may be of concern to parents.
- 10.6. **[Updated]** If parents have concerns regarding RSHE, they may submit these via email to leary@hightunstall.hartlepool.sch.uk or contact the college office to arrange a meeting with the headteacher on 01429 261446.

- 10.7. Parental Consultation: When completing the RSHE consultation with students and Parents, we will be adapting our communication mechanisms to provide more clarity in two key areas: 1 – How parents can support RSHE, connecting school with home; 2 – What is to be covered and when, specifically over the 5 years at HTCS.

11. Working with external agencies

- 11.1. A teacher is present throughout these lessons.
- 11.2. Visitors are given a copy of this policy and expected to comply with the guidelines outlined within it.
- 11.3. All resources used by guest speakers are available to parents to view prior to lesson delivery.
- 11.4. Working with external agencies can enhance our delivery of RSHE and brings in specialist knowledge and different ways of engaging students.
- 11.5. External experts may be invited to assist from time-to-time with the delivery of the RSHE curriculum but will be expected to comply with the provisions of this policy.
- 11.6. The college will check the visitor/visiting organisation's credentials of all external agencies.
- 11.7. The college will ensure the teaching delivered by the external experts fits with the planned curriculum and provisions of this policy.
- 11.8. The college 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 students.
- 11.9. The college will request copies of the materials and lesson plans the visitor will use, to ensure it meets the full range of students' needs.
- 11.10. The college and the visitor will agree on how confidentiality will work in any lesson and that the visitor understands how safeguarding reports must be dealt with in line with the college's Child Protection and Safeguarding Policy.
- 11.11. The college will use visitors to enhance teaching by an appropriate member of teaching staff, not to replace teaching by those staff.

12. Withdrawal from lessons

- 12.1. Parents have the right to request that their child is withdrawn from some or all of sex education delivered as part of statutory RSE.
- 12.2. The college will uphold that parents **do not** have a right to withdraw their child from the relationships or health elements of the programmes.
- 12.3. Requests to withdraw a child from sex education will be made in writing to the Headteacher.
- 12.4. 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.
- 12.5. The Headteacher will inform parents of the benefits of their child receiving RSE and any detrimental effects that withdrawal might have.
- 12.6. All discussions with parents will be documented. These records will be kept securely in the college office in line with the college's Records Management Policy.
- 12.7. Following discussions with parents, the college 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 college will make arrangements to provide the child with RSE.
- 12.8. Students who are withdrawn from RSE will receive appropriate, purposeful education during the full period of withdrawal.
- 12.9. For requests concerning the withdrawal of a student with SEND, the headteacher will take the students' specific needs into account when making their decision.

13. **[Updated]** Equality and accessibility

- 13.1. The college will comply with the relevant requirements of the Equality Act 2010 and will ensure the curriculum does not discriminate against students because of their:
 - Age
 - Sex
 - Race
 - Disability
 - Religion or belief
 - Gender reassignment

- Pregnancy or maternity
 - Marriage or civil partnership
 - Sexual orientation.
- 13.2. The college will consider the backgrounds, gender, age range and needs of its students and determine whether it is necessary to put in place additional support for students with the above protected characteristics.
- 13.3. The College is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum. The school will ensure that relationships and health education programme is inclusive, and caters to the needs, of students with SEND or other support needs, such as those with SEMH needs.
- 13.4. The RSHE curriculum will be designed to be inclusive of all students.
- 13.5. The college is aware that some students are more vulnerable to exploitation, bullying and other issues due to the nature of their characteristics, e.g. SEND or being LGBTQ+. Teachers will understand that they may need to liaise with the SENDCO and be more explicit and adapt their planning or work to appropriately deliver the curriculum to students with SEND.
- 13.6. Where there is a need to tailor content and teaching to meet the needs of students at different developmental stages, the college will ensure the teaching remains sensitive, age-appropriate, developmentally appropriate and is delivered with reference to the law.
- 13.7. The college will take steps to foster healthy and respectful peer-to-peer communication and behaviour between all students and provide an environment which challenges perceived limits on students based on their gender or any other characteristic.
- 13.8. **[Updated]** The college will be actively aware of everyday issues such as sexism, misogyny, misandry, homophobia and gender stereotypes and take positive action to build a culture within which these are not tolerated. Any occurrences of such issues will be identified and managed promptly.
- 13.9. The college will make clear that sexual violence and sexual harassment are not acceptable and will not be tolerated.

14. **[Updated]** Safeguarding and confidentiality

- 14.1. **[Updated]** All students will be taught about keeping themselves and others safe, including online, as part of a broad and balanced curriculum.
- 14.2. To meet DfE's best practice advice, the DSL will be involved in the formulation of safeguarding-related areas of the curriculum, as the knowledge and resources may help to address safeguarding issues more appropriately and effectively.
- 14.3. **[New]** In teaching about safeguarding, the RSHE curriculum will be tailored to the specific needs and vulnerabilities of individual students, including students who are victims of abuse and students with SEND.
- 14.4. When teaching issues that are particularly sensitive for students of all ages, e.g. self-harm, consent or suicide, teachers will be made aware of the risks of inadvertently encouraging or providing instructions to students. Teaching of these subjects will always prioritise preventing harm to students as a central goal.
- 14.5. Confidentiality within the classroom is an important component of RSHE, and teachers are expected to respect the confidentiality of their students as far as is possible.
- 14.6. Teachers will, however, understand that some aspects of RSHE may lead to a student raising a safeguarding concern, e.g. disclosing that they are being abused, and that if a disclosure is made, the DSL will be alerted immediately.
- 14.7. Students will be made aware of how to raise their concerns or make a report, and how their report will be handled – this includes the process for when they have a concern about a peer.
- 14.8. **[New]** In relation to safeguarding, the RSHE curriculum will cover the following aspects:
 - Healthy and respectful relationships
 - Boundaries and consent
 - Stereotyping, prejudice and equality
 - Body confidence and self-esteem
 - How to recognise an abusive relationship, including coercive and controlling behaviour
 - The concepts of, and laws relating to:
 - Sexual consent

- Sexual exploitation
- Abuse
- Grooming
- Coercion
- Harassment
- Rape
- Domestic abuse
- So called 'honour'-based violence, e.g. forced marriage and FGM, and how to access support

- What constitutes sexual harassment and sexual violence and why these are always unacceptable.

14.9. **[New]** The RSHE curriculum will be kept under constant review and the college will consider scenarios in which safeguarding concerns and patterns of concerning behaviours, e.g. reports of sexual harassment, should be addressed by updating relevant parts of the RSHE curriculum.

15. Assessment

- 15.1. The college has the same high expectations of the quality of students' work in RSHE as for other curriculum areas.
- 15.2. Lessons are planned to provide suitable challenge to students of all abilities.
- 15.3. Teaching will be assessed and assessments used to identify where students need extra support or intervention.
- 15.4. There are no formal examinations for RSHE; however, to assess student outcomes, the college will capture progress in the following ways:
 - Topic reviews
 - Book tasks
 - Self-evaluations.
- 15.5. The RSHE subject leader will create annual subject reports for the headteacher and governing board to report on the quality of the subjects. They will also work regularly and consistently with the headteacher and RSHE link governor, e.g. through monthly review meetings, to evaluate the effectiveness of the subjects and implement any changes.

16. **[Update]** Staff training

- 16.1. **[Update]** CPD will be provided by the PSHE Co-ordinator or DHT Personal Development, to the relevant members of staff on a regular basis to ensure they are up to date with the RSHE curriculum.
- 16.2. CPD will also be scheduled around any updated guidance on the curriculum and any new developments, such as "sexting", which may need to be addressed in relation to the curriculum.
- 16.3. The college will ensure teachers receive training on the Social Exclusion Report on Teenage Pregnancy, and the role of an effective RSE curriculum in reducing the number of teenage conceptions.
- 16.4. Appropriately trained staff will be able to give students information on where and how to obtain confidential advice, counselling and treatment, as well as guidance on emergency contraception and their effectiveness.

17. **[Update]** Monitoring and review

- 17.1. **[Update]** The PSHE Co-ordinator or DHT Personal Development are responsible for monitoring the quality of teaching and learning for RSHE.
- 17.2. **[Update]** The PSHE Co-ordinator will conduct subject assessments on a termly basis, which will include a mixture of the following:
 - Self-evaluations
 - Topic feedback forms
 - Learning walks
 - Work scrutiny
 - Lesson planning scrutiny.
- 17.3. **[Update]** The PSHE Co-ordinator or DHT Personal Development will create regular subject reports for the Headteacher and governing body to report on the quality of the subjects.
- 17.4. **[Update]** The PSHE Co-ordinator or DHT Personal Development will work regularly and consistently with the Headteacher and governors, e.g. through review meetings, to evaluate the effectiveness of the subjects and implement any changes.
- 17.5. This policy will be reviewed by PSHE Co-ordinator and DHT Personal Development on an annual basis.
- 17.6. Any changes needed to the policy, including changes to the programmes, will be implemented by the Headteacher.

- 17.7. Any changes to the policy will be clearly communicated to all members of staff and, where necessary, parents and students, involved in the RSHE curriculum.
- 17.8. **[Update]** The next scheduled review date for this policy is July 2027.

Letter to Parents Regarding RSE and health education

High Tunstall College of Science
Elwick Road
West Park
Hartlepool
TS26 0LQ

Date

RE: RSE and health education at HTCS

Dear parent,

Government guidelines outline that, from the age of 11, it is compulsory for all schools to provide an RSE and health education curriculum.

At our college, we believe that it is important to provide our students with a thorough and balanced curriculum, including age-appropriate information about sex and relationships.

The details of what will be taught to the various year groups is detailed in the college's Relationships, Sex and Health Education Policy, which can be accessed on our college website <https://htcs.org.uk/>, or in hard copy via our college office.

Though schools must provide RSE and health education for students from the age of 11, up until the age of 19, only aspects of the science national curriculum are compulsory for students to learn. Therefore, as parents, you are entitled to request that your child be removed from sex education lessons up to and until three (3) terms before they turn 16-years-old. After that point, if your child wishes to receive sex education, the college will make arrangements to provide them with sex education during one of those terms.

Requests for withdrawal should be submitted in writing to myself, the Headteacher, who will discuss this with you and your child's teacher and determine an appropriate substitute for these lessons. In most instances, children will be provided with self-directed reading or exercises which they can complete under the supervision of a staff member.

If you have any concerns or queries about your child's participation in these lessons, please do not hesitate to contact either myself or your child's class teacher to discuss these.

Yours sincerely,

Headteacher