



NORTHGATE
High School

RSHE & PSHE Curriculum

Relationship and Sex Education Policy

Respect | Determination | Teamwork

Review period: Biennial

Review by: Mr S Day

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RSHE & PSHE Curriculum

Relationships Education, Relationships and Sex Education (RSE) and Health Education Policy

1. Aims and Principles

1.1 Definition

Relationship Education, Relationships and Sex Education (RSE) and Health Education are about helping young people develop healthy, nurturing relationships of all kinds. It should enable them to know what a healthy relationship looks like, what makes a good friend, a good colleague and a successful committed relationship. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity.

Our students are living in a vastly complex world and living their lives both off and online. This presents many positive and exciting opportunities, but also challenges and risks. Our aim at Northgate High School is to ensure that in this environment, children and young people know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

Relationship Education became compulsory in April 2021 for all secondary schools. The topics covered within the RSE curriculum are wide-ranging and this policy is designed to outline the purpose and content of RSE, whilst ensuring that the compulsory subject content is age and developmentally appropriate. At Northgate, we aim to teach RSE sensitively and inclusively, educating our students to respect the different backgrounds and beliefs of others, and providing students with the knowledge they need of the law and the legal implications of their actions.

Below are the key elements that form the basis of Northgate's RSHE & PSHE curriculum and are embedded into national curriculum subjects in Key Stage 3 and in a rotational Core Programme within Key Stage 4:

<p>Relationships & Sexual Health</p> <ul style="list-style-type: none"> ■ Intimate and Sexual Relationships including Sexual Health ■ Sex Education, Consent & Contraception ■ Respectful Relationships including Friendships ■ Changing Nature of Relationships, Parents & Families ■ The Law, Criminal Law & Democracy ■ Changing Adolescent Body ■ Male Behaviour, Maturing & Rethinking Masculinity ■ Being Safe ■ Health and Prevention ■ Basic First Aid ■ Physical Health and Tobacco ■ Morals ■ Love & Sexuality ■ Marriage & Divorce <p>Careers & Future Pathways</p> <ul style="list-style-type: none"> ■ Northgate Annual Careers Fair ■ Post-16 Options ■ Making the Right Choices ■ Interview Techniques ■ Labour Market Information ■ Creating a Curriculum Vitae ■ National Apprenticeship Week ■ National Careers Week 	<p>Internet Safety</p> <ul style="list-style-type: none"> ■ Internet Safety and Harms ■ Online Media including Rights, Responsibility & Behaviour ■ Individual Conflict, Bullying & Cyber-bullying <p>Mental Health</p> <ul style="list-style-type: none"> ■ Key Stage 4 Mental Wellbeing ■ Key Stage 3 Mental Health ■ Children's Mental Health Week <p>Crime</p> <ul style="list-style-type: none"> ■ Crime, Punishment & Forgiveness ■ Peace & Conflict ■ Gangs, Knife Crime, County Lines & Being Safe ■ Ethics of Business ■ Geography of Crime ■ Geography of Conflict Zones ■ Hate Speech & Intolerance ■ Prejudice & Discrimination ■ Racism, Sexism & Discrimination against Age & Ability <p>Assessment</p> <ul style="list-style-type: none"> ■ Communication ■ Confidence ■ Problem Solving ■ Respect ■ Teamwork 	<p>Diversity</p> <ul style="list-style-type: none"> ■ Citizenship ■ Equality ■ Fundamental British Values ■ Environmental Awareness ■ Community & Volunteering ■ Role Models ■ Global Citizenship ■ Migration, Identity & Culture ■ Rights & Responsibilities <p>Northgate Values & Rewards</p> <ul style="list-style-type: none"> ■ Respect ■ Determination ■ Teamwork ■ Good Classwork Award Points ■ Good Homework Award Points ■ Attended Additional Learning Session Points ■ Gold, Silver, Bronze & Work Towards Certification <p>Drugs, Alcohol, Tobacco & Vaping</p> <ul style="list-style-type: none"> ■ Class A, B & C Drugs ■ Effects on the Human Body
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1.2 Aims of Relationship and Sex Education (RSE)

- To help and support students live positive and healthy lives through their physical, emotional and moral development.
- To help students learn to respect themselves and others.
- To give students the skills and understanding they need to move with confidence from childhood through adolescence into adulthood.
- To reduce or delay sexual activity and reduce teenage pregnancy.
- To reduce the incidence of STIs including HIV/AIDS.
- To help students to identify risks and choose safe pathways.

1.3 Key Principles

- It is a legal requirement that all schools have an RSE policy. The policy must be available to parents and carers for inspection upon request. The Governing Body is responsible for developing the policy whilst taking into account the culture of the community the school serves.
- All students have an equal entitlement to RSE. To ensure equal and fair access, students with special educational needs and disabilities will be identified by staff and they will have a differentiated and personalised approach to teaching the sensitive and challenging areas of RSE.
- Relationship Education is compulsory in all schools. Parents and carers have a right to withdraw students from specific sex education delivered as part of RSE in secondary schools which, unless there are exceptional circumstances, will be granted up to three terms before a child turns 16. At this point, if the child themselves wishes to receive sex education rather than be withdrawn, the 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.
- The RSE programme is firmly embedded in our RSHE & PSHE curriculum. It is enhanced by a programme of extended assemblies, tutor group sessions and visiting guest speakers.
- The RSE curriculum must be accessible to all students.
- The overall responsibility for drawing up this policy lies with the Governing Body and Headteacher, who will take into account the views of other stakeholders.
- Staff will receive training and support so that they feel confident to deliver the programme.
- The RSE policy and programme of study is in accordance with the National Curriculum Statutory Relationships Education, Relationships and Sex Education (RSE) and Health Education programme of study for both Key Stage 3 and Key Stage 4 (National Curriculum Guidance 2019 ready for 2021) and the law.

2. The Provision

2.1 RSE is delivered through the RSHE & PSHE curriculum that is taught by specialist teachers and is given priority when timetabling. The teaching and materials are age appropriate and sensitive to the cultural background of the students concerned. The curriculum evolves through student voice and by listening and including current issues that are part of our local community, and can respond to include national and international issues when necessary.

The RSHE & PSHE curriculum programme ensures that all Statutory Statements are delivered through an embedded subject approach in Key Stage 3 and a Core Programme in Key Stage 4.

Content including Relationships & Sex Education, Physical Health & Mental Wellbeing, Spiritual, Moral, Social & Cultural, Citizenship, Diversity, Careers, Future Pathway Aspirations and the Environment are at the heart of our curriculum for life.

The embedded subject approach to delivery is designed as follows:

In Year 7 the History department have an additional lesson to deliver the content of the RSHE & PSHE curriculum. Sex education is taught as part of the Science curriculum within Year 7 and is delivered during the spring term; parents and carers are notified before delivery of this unit of work. The topic is taught alongside the National Curriculum Science topic (see the Science programme of study 6 May 2015 statutory guidance). In other year groups the RSE is not linked specifically to a science topic but will relate to it.

In Year 7 the ICT department is responsible for the delivery of Internet Safety and Online Harms which are taught on rotation. In Year 9 they are responsible for delivering the Online and Media content alongside their curriculum.

In Year 8 the Geography department have an additional lesson to deliver the content of the RSHE & PSHE curriculum.

In Year 9 the Religious Education department deliver the RSHE & PSHE content of the curriculum alongside their own scheme of work. A Careers curriculum that supports the Year 9 GCSE Options selection process is also delivered.

The Key Stage 3 Curriculum is supported by content from a wide range of other curriculum areas. Food Technology deliver the Healthy Eating content of the curriculum, the Physical Education department support Physical Health and Fitness through their Year 7, 8 and 9 curriculum.

For full details, content and timings of delivery please contact the School and request to see our Key Stage 3 Subject Overviews and Department Schemes of Work.

In Year 10 and Year 11 a Core Programme covers the RSHE & PSHE content of the framework. This is delivered by subject expert teachers and encapsulates a rolling Careers Programme that is delivered by our Careers Leader.

2.2 The unit structure is as follows:

Year 10

- RSHE Intimate & Sexual Relationships including Sexual Health
- RSHE Health & Prevention
- PSHE Crime, Punishment & Forgiveness
- PSHE Peace & Conflict
- RSHE Male Behaviour, Maturity & Rethinking Masculinity

Year 11

- RSHE Being Safe/Health & Prevention
- RSHE Families & Basic First Aid
- PSHE Volunteering, Careers & Future Pathways/Ethics of Business
- PSHE Citizenship
- RSHE Drugs, Alcohol, Tobacco & Vaping/Mental Health & Wellbeing

2.3 The assessment within the Core Programme is built around the principles of subject knowledge and employability skills. Students' knowledge is tested alongside their Communication, Confidence, Problem Solving, Respect and Teamwork skills.

During each rotation students are awarded a Gold, Silver, Bronze or Working Towards certificate of achievement.

The curriculum has been written by subject experts and is monitored by the RSHE & PSHE Co-ordinator and Assistant Headteacher for Personal Development and Extended Curriculum.

Monitoring of the subject takes place as part of our Quality of Education review process, SLT learning walks and student voice explorations. These take place at regular intervals and are used to monitor and develop the curriculum content.

For full details, content and timings of delivery please see Key Stage 4 Subject Overviews and Department Schemes of work.

The Pastoral structure within the school supports the delivery of the RSHE & PSHE curriculum through assemblies led by our Headteacher, Deputy Headteachers, Assistant Headteachers and Progress Directors. These themes are further built upon by form tutors during form group registration periods at specific points during the year.

In order to bring real life and lived experience into the RSHE & PSHE curriculum, we have included a 'Super Six' content that is designed to be delivered to each year group on a yearly basis. The 'Super Six' have been shaped by considering the key safeguarding concerns within our local community. These will allow private businesses, local government, charities, community organisations, and individual guest speakers the ability to come into the school and through assemblies or extended assemblies deliver key content and expertise to our students. Visiting speakers are well briefed and made aware of the school's Safeguarding Policy. Their contribution to our curriculum is thoroughly researched and discussed before delivery.

2.4 The 'Super Six' includes:

- Relationships & Sexual Health
- Diversity & Hate Crime
- Drugs (Class A, B & C, Alcohol, Smoking & Vaping)
- Internet Safety
- Mental Health
- Crime (Gangs, Knife Crime, County Lines & Being Safe)

Northgate organises and promotes a very wide range of extra-curricular clubs, trips and activities across the

academic year. Students are actively encouraged by subject teachers and form tutors to engage in these opportunities during lunchtimes and after school.

For full details, content and timings of extra-curricular activities please see records on Go4Schools.

2.5 Embedded Careers Provision

In Year 10 the Careers Leader delivers content including Employability Skills, Labour Market Information, Career Future Pathways and CV building skills. This then leads into preparing for, undertaking and reflecting upon Year 10 Work Experience.

In Year 11 the Careers Leader delivers content including Post-16 options, making the right choices and interview techniques. Advice and guidance to support students' transition from Key Stage 4 education into Further Education, Sixth Form or onto Apprenticeships is delivered.

3 Guidelines on Teaching Relationship and Sex Education (RSE)

3.1 Sex education should be set within a broader base of self-esteem and responsibility for the consequences of one's actions. Teaching should:

- Focus on relationships, love, commitment and the responsibilities of parenthood as well as sex.
- Focus on boys and young men as well as girls and young women.
- Build confidence and self-esteem.
- Teach the taking on of responsibility and consequences of one's actions, in relation to sexual activity and parenthood.
- Provide information on contraception and where to access further information and advice.
- Give a clear understanding of the arguments for delaying sexual activity and resisting pressure.
- Link RSE to other issues of peer pressure like drugs, drinking and smoking.
- Ensure that students understand the law and how it applies to sexual relationships.
- Take account of cultural and religious sensitivities.
- Explain Diversity and deal with any racial, homophobic or discriminating bullying.
- Teaching and learning should reflect the Equality Act 2010 and support the teaching of the protected characteristics of sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity.
- Not promote sexual orientation, gender assignment or sexual activity.

3.2 Teaching and Learning Styles

A variety of teaching approaches will be used to take into account the preferred learning styles, different needs and differences in physical and emotional maturity of our students. These approaches might include:

- Videos to introduce topics, issues and discussion points.
- Exercise books to record responses in Key Stage 4. Within Key Stage 3 a mixture of exercise books and work booklets for recording and reflecting on subject content.
- Think, pair, share (discussion in pairs, groups and whole class).
- Role play to explore issues, where appropriate.
- Poster and display design.
- Quizzes and knowledge or confidence testers.
- Small group and whole class debates.
- Guest speakers with lived experience to deliver age sensitive content to classes and larger groups.
- Reflection on what has been learned.

3.3 Teaching Strategies

At Key Stage 3 students are predominantly taught within their form groups. Subjects deliver RSHE & PSHE by embedding it within their curriculum. Within the Year 10 and 11 Core Programme students are taught in mixed form and ability groups.

Positive assessment is undertaken within Key Stage 3 and 4 by students answering knowledge questions, providing feedback to teachers, debating topics, preparing work to promote causes, highlighting RSHE & PSHE content and by being assessed around their employability skills. Within RSHE & PSHE we do not wish academic ability to be a barrier

to individuals' achievement. Students will receive Gold, Silver, Bronze and Working Towards certification at the end of assessment units.

- 3.3.1** It is good practice to set out ground rules to help create a safe environment in which students do not feel anxious or embarrassed by ensuring the following:
- a) Teachers and health professionals do not have to answer personal questions.
 - b) No students will be forced to take part in discussions or answer questions.
 - c) Students will be encouraged to use the correct names for body parts.
 - d) Meaning of words will be explained in a factual way.
- 3.3.2** Teachers will use distancing techniques which involve de-personalising discussions and using role play to 'act out' situations.
- 3.3.3** Teachers will be given training and advice on how to respond to difficult situations. The ground rules should reduce the chance of a difficult personal question being asked. If a question is asked that is too personal or too explicit then the teacher should:
- a) Acknowledge the question and promise to speak to the student later, on an individual basis and/or
 - b) In consultation with the Progress Director/Designated Safeguarding Lead/Assistant Headteacher refer the student to an appropriate support service or agency.

4 Specific Issues When Teaching Relationship and Sex Education

- 4.1** Teachers are in a position of trust and are expected to work within the parameters of this document.
- 4.2** Teachers must be aware of the school Safeguarding Policy as the teaching of RSE may raise the sensitive issue of child abuse. Joint guidance by the DfES "Working Together to Safeguard Children" (pub. July 2018) sets out how all agencies should work together to promote children's welfare and protect them from abuse and neglect.
- 4.3** Confidentiality – disclosures from students may take place and they should be reassured that their best interests will be maintained. They will be encouraged to talk to their parents or carers. They should be reassured that if confidentiality has to be broken, they will be informed first and supported where appropriate. If there is a child protection issue the teacher will inform John Tunaley, Designated Safeguarding Lead for Child Protection, or Lori Harvey, the Safeguarding Manager (see Keeping Children Safe in Education, 2022).
- 4.4** The teaching of contraception is an essential part of the Government's strategy to reduce teenage pregnancy. RSE staff should give students information about different types of contraception and should give additional information about where they can obtain advice and counselling on an individual basis.
- 4.5** At Northgate, we understand the importance for schools to reduce/delay sexual activity and to reduce the incidence of teenage pregnancy through the teaching of RSE. National and local statistics should be used as the basis of discussion. In discussing the moral issues, the religious convictions of students and their parents or carers should be respected.
- 4.6** STIs including HIV and AIDs – the teaching about safer sex is one of the Government's strategies for reducing the incidence of STIs including HIV/AIDs. It is vital to give students appropriate information and knowledge about HIV/AIDs. In addition to information, students need to develop the skills to enable them to make sensible choices. This links to peer pressure and other risk-taking behaviour such as drugs and alcohol (see Drugs & Prohibited Substances Policy, 2020).

5 The Role of Parents and Carers and The Community

- 5.1** Research shows that children and young people want to receive their initial sex and relationship education from their parents and carers, with schools building on this later. However, many parents find it difficult to talk to their children about these issues.
- 5.2** Teaching of some aspects of RSE by teachers might nevertheless be of particular concern to some parents and carers. There may need to be reassurances that the personal beliefs and attitudes of teachers will not influence the teaching of RSE. All the teaching of RSE should be within the agreed values and framework of the policy and the Government guidance for RSHE & PSHE.
- 5.3** Year 7 parents and carers will be informed by letter before the RSE curriculum in Key Stage 3 Science on the topic of reproduction is scheduled to start.
- 5.4** Relationship Education is compulsory in all schools. Parents and carers have a right to withdraw students

from specific sex education delivered as part of RSE in secondary schools which, unless there are exceptional circumstances, will be granted up to three terms before a child turns 16. At this point, if the child themselves wishes to receive sex education rather than be withdrawn, the 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. Furthermore, parents do not have the right to withdraw students from those parts included in the statutory Science national curriculum.

- 5.5** The wider community will be involved at different times. Health professionals, particularly the school nurse, have a role to play and may work with teachers in delivering some aspects of RSE. The nurse, supported by the Suffolk Community Healthcare team, will also provide support in the form of a 'drop-in' session for students once every two weeks. As a professional they will follow the Suffolk Community Healthcare guidelines and keep within the remit of the 'Information for Schools' document. Peer educators may also be involved at times, to complement the RSE programme in school.
- 5.6** It is essential that the teacher is present at all times if a visitor contributes to the delivery of RSE, RSHE & PSHE or Citizenship curriculum

6 Review

- 6.1** This policy will be reviewed in line with other school policies by a designated member of SLT in conjunction with stakeholders.

Parent/Carer Feedback

Student Feedback