



# **Secondary School Relationships & Sex Education (RSE) and Health Education Policy**

THIS POLICY APPLIES TO SECONDARY SCHOOLS/ACADEMIES IN THE HEARTWOOD LEARNING TRUST

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## Policy Updates

Date	Page	Policy Updates
March 2024	5	1 - Legal Framework updated to reflect current applicable legislation and Trust policies
March 2024	5	2.1-2.2 - Governance monitoring responsibilities updated
March 2024	5	2.3 - Principal responsibilities updated
March 2024	6	2.4-2.5 - Points updated to reflect inclusive practices and teaching for all learners
March 2024	17	15.2 - Assessment of RSHE subjects clarified to reflect current process across all schools/academies
March 2024	17	17.1 - Frequency of staff training updated
December 2024	4	Introduction - Added inline with other Trust Policies

## **Introduction**

*Heartwood Learning Trust is an inclusive and collaborative Church of England multi-academy trust serving church, community and alternative provision schools. This policy is guided by our Christian ethos and the visions of our Trust and its schools/academies. We share a clear vision – to create schools where children and young people thrive, as we help them prepare to live life in all its fullness (John 10:10).*

*For us, a place to thrive means much more than a place simply to be comfortable. Instead, our aim is to develop schools and an educational offer which enable each pupil to flourish academically, practically, emotionally, socially and spiritually.*

## **Statement of Intent**

At Heartwood Learning Trust, we understand the importance of educating pupils 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 pupils for the opportunities, responsibilities and experiences of adult life. It allows us to promote the spiritual, moral, social, cultural, mental and physical development of pupils at school and in wider society.

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

## 1. Legal Framework

- 1.1. This policy has due regard to all relevant **legislation** and **statutory guidance** including, but not limited to, the following:
- Equality Act 2010
  - Human Rights Act (1998)
  - The Education Act (1996)
  - The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
  - Children and Social Work Act 2017
  - DfE (2024) 'Keeping children safe in education 2024'
  - DfE (2021) 'Teaching about relationships, sex and health'
  - DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
  - DfE (2015) 'National curriculum in England: science programmes of study'
- 1.2. This policy operates in conjunction with the following **Trust** policies:
- Behaviour Policy
  - SEND Policy
  - E-Safety and Acceptable Use Policy
  - Equality Objectives Policy
  - Anti-bullying Policy
  - Safeguarding and Child Protection Policy
  - Social, Emotional and Mental Health (SEMH) Policy
  - Data Protection (UK GDPR) Policy

## 2. Roles and Responsibilities

- 2.1. The **Distinctiveness and Personal Development Committee** is responsible for monitoring the overall implementation of this policy.
- 2.2. The **local governing committee** is responsible for:
- Scrutinising reports provided by the principal regarding RSE.
  - 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 pupils with SEND.
- 2.3. The **principal** is responsible for:
- The overall implementation of this policy.
  - Ensuring all staff are suitably trained to deliver the subjects.
  - Reporting to the local governing committee on the effectiveness of this policy and the curriculum.
  - Ensuring that the curriculum, speakers and resources do not undermine the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.

- Progress and attainment and securing improvement at local level, under the oversight of the Chief Executive Officer and the LGC.
- Ensuring parents/carers are consulted on the RSHE Policy through an online consultation (available throughout the school year), in addition to the offer of a meeting with the principal to discuss curriculum content and view resources.
- Providing clear information to parents/carers on the subject content and associated resources, and the right to request that their child is withdrawn from any or all aspects of Sex-Education, other than those which are part of the science curriculum, up to and until 3 terms before the age of 16. Information will be published on the school/academy website.
- Discussing withdrawal requests with parents/carers, and the pupil 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.

2.4. The **RSHE subject leader** is 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 other curriculum subjects.
- Ensuring the curriculum is age-appropriate, inclusive to all learners 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 school/academy 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 pupil performance.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the principal.

2.5. 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 pupil that have arisen through the teaching of RSHE.

2.6. **Subject teachers** are responsible for:

- Acting in accordance with, and promoting, this policy.
- Delivering RSHE in a manner that is sensitive, of high quality, inclusive to all learners 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 SENDCO to identify and respond to individual needs of pupils with SEND. Liaising with the RSHE subject leader on key topics, resources and support for individual pupils.
  - Monitoring pupil progress in RSHE.
  - Reporting any concerns regarding the teaching of RSHE or health education to the RSHE subject leader or a member of the SLT.
  - Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the DSL.
- Responding appropriately to pupils whose parents/carers have requested to withdraw them from the non-statutory components of RSHE, by providing them with alternative education opportunities.

2.7. The **SENDCO** is responsible for:

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

### 3. Organisation of the RSHE Curriculum

3.1. For the purpose of this policy:

- "RSHE" is used to refer to the overall programme of sex, health and relationships education
- "RSE" refers to relationships and sex education and is defined as teaching pupils about developing healthy, nurturing relationships of all kinds, and helping them to understand human sexuality and to respect themselves and others.
- "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.

3.2. The RSHE curriculum has been developed, and will be monitored and reviewed, in consultation with teachers, pupils and parents/carers, and in accordance with DfE recommendations.

3.3. We will gather the views of teachers, pupils and parents/carers in the following ways:

- Surveys
- Meetings
- Letters
- Training sessions

3.4. The majority of the RSHE curriculum is delivered through PSHE education, with statutory elements taught via the science curriculum. The RSHE subject leader 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.

- 3.5. The school/academy will ensure that the curriculum remains in line with the DfE's 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' guidance at all times.
- 3.6. The school/academy 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. The religious background of all pupils will also be considered when planning teaching, to ensure all topics included are appropriately handled.
- 3.7. The RSHE curriculum will be informed by topical issues in the school/academy and wider community, to ensure it is tailored to pupils' needs, e.g. if there was a local prevalence of specific sexually transmitted infections, our curriculum would be tailored to address this issue.

## **4. Relationships and Sex Education Subject Overview**

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

### **4.1. Families - By the end of secondary school, pupils 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.
- About the characteristics and legal status of other types of long-term relationships.
- About the roles and responsibilities of parents/carers with respect to raising children, including the characteristics of successful parenting.

#### **Pupils 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.
- Seek help or advice if needed, including reporting concerns about others.

### **4.2. Respectful relationships, including friendships - By the end of secondary school, pupils will know:**

- About 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 the school/academy 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.
- About 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.
- About 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.

**4.3. Online and media - By the end of secondary school, pupils 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.

**4.4. Being safe - By the end of secondary school, pupils will know:**

- About 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.

**4.5. Intimate and sexual relationships, including sexual health - By the end of secondary school, pupils 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. Relationships and Sex Education Programmes of Study

- 5.1. The school/academy will 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. The content that the school/academy has chosen to cover on RSHE Programmes of Study is detailed within [Appendix 1](#).

## 6. 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, in addition to the content outlined in this section.

- 6.1. **Mental wellbeing - By the end of secondary school, pupils 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.
  - About 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.
  - About the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.

- 6.2. **Internet safety and harms - By the end of secondary school, pupils will know:**
- About 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.
- 6.3. **Physical health and fitness - By the end of secondary school, pupils will know about:**
- 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.
- 6.4. **Healthy eating - By the end of secondary school, pupils will know** how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.
- 6.5. **Drugs, alcohol and tobacco - By the end of secondary school, pupils will know about:**
- 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.
- 6.6. **Health and prevention - By the end of secondary school, pupils 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.
- 6.7. **Basic first aid - By the end of secondary school, pupils will know:**
- Basic treatments for common injuries.
  - Life-saving skills, including how to administer CPR.

- About the purpose of defibrillators and when one might be needed.

6.8. **Changing adolescent body - By the end of secondary school, pupils will know:**

- Key facts about puberty, the changing adolescent body and menstrual wellbeing.
- About 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 school/academy will 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. The content that the school/academy has chosen to cover on physical health and mental wellbeing lessons is detailed within [Appendix 1](#).

## 8. Delivery of the Curriculum

- 8.1. Through effective organisation and delivery of the RSHE, 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.
- 8.2. RSHE complements several other curriculum subjects. Where appropriate, the school/academy will look for opportunities to make links between the subjects and integrate teaching. The RSHE curriculum will be delivered by appropriately trained members of staff.
- 8.3. The curriculum will proactively address issues in a timely way in line with current evidence on pupil's physical, emotional and sexual development. RSHE will be delivered in a non-judgemental, age-appropriate, factual and inclusive way that allows pupils to ask questions in a safe environment.
- 8.4. 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.
- 8.5. The school/academy 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. LGBTQ+ content will be approached in a sensitive, age-appropriate and factual way that allows pupils to explore gender identity and the features of stable and healthy same-sex relationships.
- 8.6. All pupils are expected to learn about LGBTQ+ content, and parents/carers do not have a statutory right to withdraw their children from lessons that include LGBTQ+ content.

- 8.7. The curriculum will be designed to focus on pupils of all gender identities and expressions and activities will be planned to ensure all are actively involved.
- 8.8. The school/academy 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 school community, e.g. cultural background.
- 8.9. All teaching and resources will be assessed by the RSHE subject leader to ensure they are appropriate for the age and maturity of pupils, are sensitive to their religious backgrounds and meet the needs of any SEND, if applicable. 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/academy's E-Safety and Acceptable Use Policy.
- 8.10. 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.
- 8.11. Teachers will focus heavily on the importance of healthy relationships, when teaching RSHE, though sensitivity will always be given as to not stigmatise pupils on the basis of their home circumstances. 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.
- 8.12. 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.
- 8.13. At all points of delivery of the curriculum, parents/carers will be consulted, and their views will be valued. What will be taught and how, will be planned in conjunction with parents/carers.
- 8.14. The procedures for assessing pupil progress are outlined in **section 15** of this policy.

## **9. Curriculum Links**

- 9.1. The school/academy will seek opportunities to draw links between RSHE and other curriculum subjects wherever possible to enhance pupils' learning.
- 9.2. RSHE will be linked to the following subjects:
- Citizenship – pupils 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 – pupils are taught about the main external parts of the body and changes to the human body as it grows, including puberty.
- ICT and computing – pupils are taught about how they can keep themselves safe online and the different risks that they may face online as they get older.
- PE – pupils 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 – pupils learn about respect and difference, values and characteristics of individuals.

## **10. Working with External Agencies**

- 10.1. Working with external agencies will be used to enhance our delivery of RSHE and bring in specialist knowledge and different ways of engaging pupils. 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.
- 10.2. When working with external agencies, the school/academy will:
- Check the visitor credentials of all external agencies.
  - Ensure the teaching delivered by the external experts fits with the planned curriculum and provisions of this policy.
  - 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.
  - Request copies of the materials and lesson plans the visitor will use, to ensure it meets the full range of pupils' needs.
  - Agree with the agency on how confidentiality will work in any lesson and that the visitor understands how safeguarding reports must be dealt with in line with the Trust's Safeguarding and Child Protection Policy.
- 10.3. The school/academy will use visitors to enhance teaching by an appropriate member of teaching staff, not to replace teaching by those staff.

## **11. Equality and Accessibility**

- 11.1. The school/academy will comply with the relevant requirements of the Equality Act 2010 and will ensure the curriculum does not discriminate against pupils because of their:
- Age
  - Sex
  - Race
  - Disability
  - Religion or belief
  - Gender reassignment
  - Pregnancy or maternity
  - Marriage or civil partnership

- Sexual orientation

- 11.2. The school/academy will consider the backgrounds, gender, age range and needs of its pupils and determine whether it is necessary to put in place additional support for pupils with the above protected characteristics.
- 11.3. The school/academy will design the RSHE curriculum to be inclusive of all pupils. The school/academy will be aware that some pupils are more vulnerable to exploitation, bullying and other issues due to 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 pupils with SEND.
- 11.4. Where there is a need to tailor content and teaching to meet the needs of pupils at different developmental stages, the school/academy will ensure the teaching remains sensitive, age-appropriate, developmentally appropriate and is delivered with reference to the law.
- 11.5. The school/academy will take steps to foster healthy and respectful peer-to-peer communication and behaviour between all pupils, and provide an environment which challenges perceived limits on pupils based on their gender or any other characteristic.
- 11.6. The school/academy will be actively aware of everyday issues such as sexism, misogyny, 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. Sexual violence and sexual harassment are not acceptable and will not be tolerated. Any reports of sexual violence or sexual harassment will be handled in accordance with the Trust's Child-on-Child Abuse Policy.

## **12. Confidentiality**

- 12.1. All pupils will be taught about keeping themselves safe, including online, as part of a broad and balanced curriculum.
- 12.2. 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.
- 12.3. When teaching issues that are particularly sensitive for pupils of all ages, e.g. self-harm or suicide, teachers will be made aware of the risks of inadvertently encouraging, or providing instructions to, pupils. Teaching of these subjects will always prioritise preventing harm to pupils as a central goal.
- 12.4. Confidentiality within the classroom will be an important component of RSHE, and teachers will be expected to respect the confidentiality of their pupils as far as is possible, in compliance with the Trust's Data Protection (UK GDPR) Policy.

- 12.5. Teachers will, however, understand that some aspects of RSHE may lead to a pupil 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. Pupils 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.

### **13. Withdrawal From Lessons**

- 13.1. The school/academy will always recognise that parents/carers have the right to request that their child is withdrawn from some or all of sex education delivered as part of statutory RSHE. The school/academy will uphold that parents/carers do not have a right to withdraw their child from the relationships or health elements of the programmes. Requests to withdraw a child from sex education will be made in writing to the principal.
- 13.2. Before granting a withdrawal request, the principal will discuss the request with the parents/carers and, as appropriate, the pupil, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum. The principal will inform parents/carers of the benefits of their child receiving RSHE and any detrimental effects that withdrawal might have. All discussions with parents/carers will be documented. These records will be kept securely in the school/academy office in line with the Trust's Data Protection (UK GDPR) Policy and associated Data Retention Schedule.
- 13.3. Following discussions with parents/carers, the school/academy will respect the parents/carers' request to withdraw their child up to and until three terms before the pupil turns 16. After this point, if the pupil wishes to receive RSHE rather than be withdrawn, the school/academy will make arrangements to provide the pupil with RSHE.
- 13.4. Pupils who are withdrawn from RSHE will receive appropriate, purposeful education during the full period of withdrawal. For requests concerning the withdrawal of a pupil with SEND, the principal will take the pupils' specific needs into account when making their decision.

### **14. Working with Parents/Carers**

- 14.1. We understand the important role parents/carers play in enhancing their children's understanding of relationships, sex and health. Parents/carers will be provided with frequent opportunities to ask questions about the school/academy's approach to RSHE.
- 14.2. The school/academy will consult closely with parents/carers when reviewing the content of the school/academy's RSHE curriculum, and will be given regular opportunities to voice their opinions and concerns. The school/academy will use the views of parents/carers to inform decisions made about the curriculum content and delivery; however, parents/carers will not be granted a 'veto' on curriculum content, and all final decisions will be the school/academy's to make.
- 14.3. When in consultation with parents/carers, the school/academy will provide:
- The curriculum content, including what will be taught and when.
  - Examples of the resources the school/academy intends to use to deliver the curriculum.



- Information about parents/carers' right to withdraw their child from non-statutory elements of RSHE.

14.4. The school/academy will remain aware that the teaching of some aspects of the curriculum may be of concern to parents/carers. If parents/carers have concerns regarding RSHE, they are asked to contact the school office directly who will be able to arrange a meeting with the principal, if required.

## **15. Assessment**

- 15.1. The school/academy will have the same high expectations of the quality of pupils' work in RSHE as for other curriculum areas. Lessons will be planned to provide suitable challenges to pupils of all abilities.
- 15.2. Whilst there are no formal examinations during RSHE, pupils' progress will be regularly assessed by the class teacher (e.g. group tasks, quizzes and written assignments) to identify where pupils need extra support or intervention.

## **16. Behaviour**

- 16.1. The school/academy has a zero-tolerance approach to bullying. We aim to foster a culture based on mutual respect and understanding for one another.
- 16.2. Any bullying incidents resulting from the teaching of the RSHE curriculum, such as those relating to sexual orientation, will be dealt with as seriously as any other type of bullying. Any occurrence of these incidents will be reported to a member of staff, who will then discipline the pupil as per the Trust's Behaviour and Anti-Bullying Policies.
- 16.3. The principal will decide whether it is appropriate to notify the police or an anti-social behaviour coordinator in their LA of the action taken against a pupil.

## **17. Staff Training**

- 17.1. Regular training will be provided by the RSHE subject leader to the relevant members of staff to ensure they are up-to-date with the RSHE curriculum. Training will also be scheduled around any updated guidance on the curriculum and any new developments which may need to be addressed in relation to the curriculum.
- 17.2. The school/academy will ensure teachers receive training on the Social Exclusion Report on Teenage Pregnancy, and the role of an effective RSHE curriculum in reducing the number of teenage conceptions.
- 17.3. Appropriately trained staff will be able to give pupils information on where and how to obtain confidential advice, counselling and treatment, as well as guidance on emergency contraception and their effectiveness.

## 18. Monitoring and Review

- 18.1. The RSHE subject leader will be responsible for quality assuring the quality of education in RSHE.
- 18.2. The RSHE subject leader will create annual subject reports for the principal and local governing committee to report on the quality of the subjects. They will also work regularly and consistently with the principal, e.g. through monthly review meetings, to evaluate the effectiveness of the subjects and implement any changes.
- 18.3. The Distinctiveness and Personal Development Committee is responsible for approving this policy.
- 18.4. This policy will be reviewed **annually** in light of any changes to statutory guidance and from feedback received from parents/carers, staff or pupils.
- 18.5. Any changes made to this policy will be communicated to all staff members and all relevant stakeholders. The next scheduled review date for this policy is on the cover of this Policy.

## Appendix 1 - Localised Procedures

# RSHE POLICY

## Localised School Based Procedures

<b>School Name:</b>	Archbishop Sentamu Academy
<b>Principal:</b>	Louise Beasley
<b>Designated Safeguarding Lead:</b>	Paul Fraser
<b>RSHE Lead</b>	Sara Hossack
<b>Implementation Date:</b> <i>Inline with policy approval</i>	September 2025

### Introduction

In conjunction with our Trust wide RSHE policy, localised procedures have been established to ensure that systems and procedures reflect the school/academy setting.

The localised procedures for the school/academy setting focus on the following key areas: -

- RSE Programmes of Study
- Health Education Programmes of Study
- Assessment

Should you have any concerns or questions relating to the localised procedure, in the first instance, please contact [hello@asa.hlt.academy](mailto:hello@asa.hlt.academy)

## RSHE Programmes of Study

### Relates to item 5.1 within the RSHE Policy

<b>Year 7</b>	<p><b>HT3</b></p> <ul style="list-style-type: none"> <li>• Why young people request and share nude images (Why might a boy send a nude? Why might a girl send a nude? What strategies could you use if someone is pressuring you to send or share a nude picture?)</li> <li>• Sexting (What are the dangers of sexting and the consequences of doing so? What is the law around sharing nude images?)</li> <li>• Upskirting (What is upskirting? What is the law around upskirting?)</li> <li>• Harmful relationships (To identify the dangers of harmful relationships, and to understand the help that is available. )</li> <li>• Introduction to consent (What does consent means, both legally and ethically? How can you identify if someone has or has not given consent?)</li> <li>• FGM (What are the risks surrounding FGM? What is the law around FGM?)</li> </ul> <p><b>HT6</b></p> <ul style="list-style-type: none"> <li>• Families and relationships (I understand how families have changed and the importance of different family types)</li> </ul>
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	<ul style="list-style-type: none"> <li>• Diverse families (To describe different family structures, identify what families have in common and how they can differ and recognise that all family types should be valued and celebrated. Why are all families 'unique and equal'?)</li> <li>• Family changes (To describe some changes and conflict that can happen in a family and recognise how changes in a family can make someone feel.)</li> <li>• How to self manage (Identify self management skills and behaviours we can develop and categorise them correctly. What is self management?)</li> <li>• Self confidence (To identify different confidence boosters and situations where they can be used)</li> <li>• Sexual orientation and gender identity (To understand why communication skills are so important.)</li> </ul>
<b>Year 8</b>	<p><b>HT1</b></p> <ul style="list-style-type: none"> <li>• Sexting (I understand what sexting is I understand the possible legal consequences of sending a nude picture)</li> <li>• Peer pressure (Students can define peer pressure. Students know what a good friend looks like. Students can give advice about how to resist peer pressure.)</li> </ul> <p><b>HT3</b></p> <ul style="list-style-type: none"> <li>• Commitment (What does commitment to others and yourself mean? Why is commitment important for people's health, wellbeing and relationships?)</li> <li>• Relationship values (How can we use communication to improve our relationships and how do we know when a relationship is no longer healthy? We are able to suggest safe and constructive ways of ending relationships)</li> <li>• Consent (What is consent? Explain how to ask someone for their consent without putting them under pressure)</li> <li>• Introduction to consent (I can describe what is meant by contraception and explain how and why condoms are used. I can explain how and why the contraceptive pill is used and where to get various contraceptives from.)</li> <li>• Protected Characteristics and LGBTQIA+ (understanding the PC and why they are important to everyone)</li> <li>• Being an ally, same sex relationships and trans identity (Explain how you can be an ally to an LGBTQIA+ person)</li> <li>• LGBTQIA+ Rights around the world (To explain the everyday issues the LGBTQ+ global community face and how they overcome these.)</li> </ul>
<b>Year 9</b>	<p><b>HT3</b></p> <ul style="list-style-type: none"> <li>• Starting out in a relationship (what values are important to you when choosing a partner?)</li> <li>• Capacity to consent (How can alcohol affect your ability to consent?)</li> <li>• Preventing STIs (Understanding symptoms of common STIs. What should someone should do if they if they are worried they might have an STI? Which contr aception provides some protection from STIs?)</li> <li>• Contraception (Name the most common types of contraception. How do condoms work against catching STIs?)</li> <li>• Condom negotiation (Describe how to put a condom on. Where can you get condoms from?)</li> </ul>

	<ul style="list-style-type: none"> <li>Unplanned pregnancy (Where can I seek reliable help and advice regarding an unplanned pregnancy?)</li> </ul>
<b>Year 10</b>	<p><b>HT1</b></p> <ul style="list-style-type: none"> <li>Revenge pornography (I know where to find help if you become a victim of revenge porn. The Law - private and criminal prosecution is possible.)</li> </ul> <p><b>HT2</b></p> <ul style="list-style-type: none"> <li>Managing breakups (What is one constructive way of dealing with a break-up)</li> <li>Same sex relationships (Define homophobia. How can homophobia affect a person's ability to be their authentic selves)</li> <li>Contraception and STIs (Name 4 types of contraception and understand how they work)</li> <li>Unplanned pregnancy (What are 2 options when faced with an unplanned pregnancy? Where can you seek advice in the event of a miscarriage?)</li> <li>Choices - abortion (What are the 3 ways you can get an abortion? Do women need their partners permission to have an abortion?)</li> <li>Forced and arranged marriage (Understanding potential signs of forced marriage, understanding the differences between an arranged marriage and a forced marriage.)</li> </ul> <p><b>HT6</b></p> <ul style="list-style-type: none"> <li>Coercive control (Describe what constitutes stalking and harassment and what can happen if people don't take reports of this seriously.)</li> <li>Consent, rape and sexual harassment (Identify where sexual boundaries have been crossed and a crime has been committed. Understand the law around rape and sexual harassment. )</li> </ul>
<b>Year 11</b>	<p><b>HT3</b></p> <ul style="list-style-type: none"> <li>Relationship abuse (What are 3 signs of an unhealthy relationship. What 3 signs of a healthy relationship. Where can you access support?)</li> <li>Sexual health (Why is being tested regularly for STIs a good thing? What is emergency contraception and where can you get this from?)</li> <li>The role of intimacy and pleasure (What is enthusiastic consent? How do you know when you are ready for intimacy as an individual and a couple? Why is communication and respect so important in a healthy relationship?)</li> <li>The impact of pornography (How does pornography impact people's views on sex and intimacy? What are some of the damaging messages pornography can perpetuate (re-inforce) about intimacy, sex and consent? What does the law say about pornography and sharing sexual images?)</li> <li>Pressure, persuasion and coercion (When does asking for consent become inappropriately pressurising or persuasive? What are the legal consequences of pressure, persuasion, and coercion in relation to consent?)</li> <li>Safe sex (What makes good, healthy, safe sex?)</li> </ul> <p><b>HT5</b></p> <ul style="list-style-type: none"> <li>Relationship abuse 2 (Explain what is meant by 'relationship abuse'. Identify the different types of abuse that can affect relationships. Describe ways to get help with relationship abuse )</li> </ul>

	<ul style="list-style-type: none"> <li>• Consent (Explain some consequences of someone not receiving consent for sexual behaviour within a relationship for both the perpetrator and victim)</li> <li>• Sharing sexual images (Describe some of the risks in relation to sharing sexual images , explain the implications, including legal implications, of sending or forwarding sexual images and explain how and from where to get help if someone I know is being pressured to send or share inappropriate images)</li> <li>• Unsafe sex (To understand what we mean when we talk about 'safe sex' and identify situations where sex is neither safe or legal. Explore the dangers of chemsex and unsafe sex and look at the consequences of unsafe sex scenarios.)</li> </ul> <p>HT6</p> <ul style="list-style-type: none"> <li>• Revealing reality the truth about nude images (To analyse attitudes associated with requesting, sending and passing on nude images. To be able to describe the legal and moral implications of sharing images without someone's consent, including the impact of reporting. To explain strategies to manage unwanted images, unwanted requests and pressure to send images. To be able to challenge the views of others and perceived social norms relating to sending and receiving nude images.)</li> <li>• Gender and language (Analyse why some people still find some of the ideas about sex and gender controversial and explain the issues non-cisgendered people may face today.)</li> </ul>
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Health Education Programmes of Study	
Relates to item 7.1 within the RSHE Policy	
Year 7	<p><b>HT1</b></p> <ul style="list-style-type: none"> <li>• Influence, friends and friendships (How do I recognise and maintain positive friendships ? How do I recognise and avoid toxic relationships)</li> <li>• Peer pressure, bullying and banter (Define the difference between bullying, banter and genuine mutual fun)</li> <li>• Trolling and online identity (To understand what the term 'trolling' means and understand it is a form of cyberbullying)</li> <li>• Mental health and self esteem (Explain what self esteem is. How we can improve our self esteem)</li> <li>• Media influence and body image (I know that what I see on social media can be manipulated. I can name positive personality and positive physical traits about myself. Pupils can articulate what 'body image is'. Students can identify where the pressures to look a certain way online comes from.. Students can understand the difference between 'ideal' body image and reality)</li> </ul> <p><b>HT2</b></p> <ul style="list-style-type: none"> <li>• Hygiene (Define dental hygiene and Identify the different factors which contribute towards someone having excellent personal hygiene)</li> <li>• Understanding periods (To describe the different hygiene products, how the menstrual cycle impacts on our emotional health and how we can best manage our periods.)</li> <li>• Healthy lifestyles (Explain why we need to live healthily. What is a healthy living factor?)</li> <li>• Drugs and their dangers (To be able to identify the harmful effects of legal drugs)</li> </ul>

	<ul style="list-style-type: none"> <li>● Accessing health (To be able to articulate why using legitimate sources to diagnose and access health care is so important)</li> <li>● Internet safety (how to keep safe online)</li> <li>● Puberty (To define puberty and identify the changes both males and females experience during puberty)</li> </ul>
<b>Year 8</b>	<p><b>HT1</b></p> <ul style="list-style-type: none"> <li>● Attitudes to mental health (What is mental health? I can articulate some aspects of mental health disorders and discern truth from fiction. I can signpost support for mental health issues)</li> <li>●</li> <li>● Promoting wellbeing and resilience (I can explain factors that affect resilience and wellbeing. I can identify ways to promote wellbeing and resilience. I can re-frame failure)</li> <li>● Digital resilience (I can evaluate the positive and negative impact of social media on emotional wellbeing. I can describe strategies for developing digital resilience)</li> <li>● Cyberbullying (I can define cyberbullying. I can define when 'banter' becomes bullying. Students understand that using the term 'gay' as an insult can be offensive)</li> <li>● Halloween safety (Understanding how to reduce incidents of anti-social behaviour and how to keep yourself safe whilst trick or treating)</li> </ul> <p><b>HT4</b></p> <ul style="list-style-type: none"> <li>● Personal safety and first aid (Describe in detail ways we can help in medical emergencies and different methods of improving personal safety.)</li> <li>● Drug awareness (What are 3 harms drugs can have on the body and explain the link between harm, legalisation and different classes of drug)</li> <li>● Drugs and the law (To understand the penalties for various drug possession in the UK)</li> <li>● Vaping and smoking (Describe the different health problems caused by smoking tobacco and cannabis.)</li> <li>● Alcohol and peer pressure (To understand how peer pressure can influence is and build up strategies to manage this)</li> <li>● Body image (Body image - how can we help someone struggling with their body image?)</li> </ul> <p><b>HT5</b></p> <ul style="list-style-type: none"> <li>● Role models and self esteem (To describe in detail the issues young people face when they idolise poor role models. Is there a link between the way some people idolise role models and their levels of self-esteem.)</li> <li>● Online radicalisation (To understand how people can become radicalised online, to reflect on how we act online and to know what to do if something doesn't feel right. Prevent)</li> <li>● Radicalisation and extremism (Explain why certain people are vulnerable to radicalisation. What you should do if you suspect it's happening to someone you know. Identify the most common methods used to radicalise people and what extreme ideas sound like. Understand the law around racial hatred and distributing extremist material.)</li> <li>● Disability and disablism (To understand the barriers that disabled people face everyday and to understand how the media can portray disabled people)</li> </ul>

	<ul style="list-style-type: none"> <li>Racism and stereotypes (To understand why stereotyping is harmful and that racism is unacceptable.)</li> </ul> <p><b>HT6</b></p> <ul style="list-style-type: none"> <li>Basic First Aid (Describe how to identify situations that may require the help of the emergency services.)</li> <li>Hate Crimes (To understand different hate crimes and the impact they can have)</li> <li>Religious prejudice (To understand whether situations show religious prejudice, religious discrimination or religious ignorance.)</li> <li>Vaping (To assess the potential impact of influences and marketing on young people's behaviour related to vaping)</li> </ul> <p>To explain the consequences of vaping, including the environmental cost and to analyse ways to challenge influences and misconceptions about vaping?)</p> <ul style="list-style-type: none"> <li>Smoking and secondhand smoke (To describe negative effects of smoking and inhaling second hand smoke)</li> </ul>
<b>Year 9</b>	<p><b>HT1</b></p> <ul style="list-style-type: none"> <li>Anti social behaviour ( I can define what antisocial behaviour is. I can articulate what the shorter and longer term consequences of antisocial behaviour can be on victims. I understand the legal consequences of antisocial behaviour)</li> <li>Gangs and glamour (I understand the misconceptions around joining a gang. I can identify some of the consequences of joining a gang. I understand the legal ramifications of joining a gang)</li> <li>County Lines (I understand what county lines are. I understand that gangs exploit young people. I know where to get help if I or someone I know is at risk)</li> <li>Knife crime (I understand some of the consequences of knife crime. I understand the law around carrying a weapon)</li> <li>Acid attacks (I know how to immediately treat an acid attack victim.)</li> <li>Young offenders (I can describe some of the punishments there are for young offenders)</li> <li>Knife free (I can explain some of the reasons people choose to carry knives. I can assess a range of consequences to carrying knives)</li> </ul> <p><b>HT2</b></p> <ul style="list-style-type: none"> <li>Money and mental health (To be able to explain why money can affect our mental health)</li> </ul> <p><b>HT4</b></p> <ul style="list-style-type: none"> <li>Gambling and its risks (What is dopamine and how does it affect our brain? How do gambling companies attract younger people?)</li> <li>Online grooming (To understand how someone might try to groom online, recognise warning signs and how and where to get help)</li> <li>Social media profile settings (To understand the positive and negative aspects of social media and the internet)</li> <li>Unhealthy coping strategies (Understanding myths about eating disorders and self harm and give a healthy coping strategy)</li> </ul>



	<ul style="list-style-type: none"> <li>• Healthy coping strategies (What could be a sign that someone is not coping very well? What are 2 strategies people can use to develop healthier coping strategies)</li> <li>• Positivity and mental health</li> </ul> <p><b>HT6</b></p> <ul style="list-style-type: none"> <li>• Mental health and dealing with stress (Name 3 ways we can boost our mental health through positivity)</li> <li>• Binge drinking (To explain how binge drinking affects different organs in the long and short term and the best way we could discourage young people from binge drinking.)</li> <li>• Depression and panic attacks (To be able to recognise the signs and symptoms of panic attacks and their causes)</li> <li>• Mental health and disordered eating (To understand the signs of disordered eating and to understand how maintaining good physical and mental health can help prevent them from developing. What are some of the signs of disordered eating?)</li> <li>• Mental health and self harm (To understand the reasons people might self harm and the links to anxiety and depression)</li> <li>• Mental health and mindfulness (To correctly identify ways we can practise mindfulness and ways mindfulness can help our mental health.)</li> <li>• Screen time (What can too much screen time do to our bodies?)</li> </ul>
<b>Year 10</b>	<p><b>HT1</b></p> <ul style="list-style-type: none"> <li>• Body shaming (I have tools to use to encourage body positivity in myself and others)</li> <li>• Drugs class A,B,C (I can identify some Class A, B and C drugs.I understand the harms that Class A, B and C drugs can cause)</li> </ul> <p><b>HT3</b></p> <ul style="list-style-type: none"> <li>• Risk taking (To look at various risks and risk taking. What is a 'positive' risk and why and what is a 'negative' risk and why?)</li> <li>• Body modification (Body modification: what are the risks in getting tattoos and piercings? What percentage has skin cancer increased by?)</li> <li>• Knife free ( To learn to effectively assess and manage the risks of knife crime, I can challenge myths around carrying a knife)</li> <li>• Male body image (To understand that body image issues affect most people regardless of their identified (non) gender or sex)</li> <li>• Positive masculinity (To understand what a positive role model can be and what attributes they might have)</li> <li>• Suicide - recognising signs and safe intervention (To correctly identify some signs which may indicate suicidal thoughts and have strategies to support)</li> </ul> <p><b>HT6</b></p> <ul style="list-style-type: none"> <li>• Intolerance (Describe how a tolerant society faces a paradox when it comes to dealing with intolerance. Describe differing viewpoints on what should be done to tackle intolerance.)</li> <li>• Hate crimes (Describe why cases of hate crime are reported to be on the increase and the reasons behind this.Describe why cases of hate crime are reported to be on the increase and the reasons behind this. What characteristics are covered by hate crime law in the UK?)</li> </ul>

	<ul style="list-style-type: none"> <li>• Social media pressures (I understand the terms, brand, influencer and online persona. In understand that what I consume online can have a real life impact on my self esteem and that what I see online is usually an inaccurate representation )</li> </ul>
<b>Year 11</b>	<p><b>HT1</b></p> <ul style="list-style-type: none"> <li>• Responsible Health Choices (What are vaccinations? Why is organ and blood donation important? What is stem cell therapy? Why is hygiene important)</li> <li>• What is cancer? How to self examine</li> <li>• Date Rape (To understand that the victim is never at fault)</li> <li>• Family (I can identify some positive approaches to parenting)</li> <li>• Reproductive health ( To understand key terms around fertility. Where to find support for reproductive health)</li> <li>• CPR &amp; Defibrillators lesson (plus practical lesson) 9I can correctly identify the order of steps to perform CPR. I can perform these on a partner or dummy)</li> <li>• Grief (I can describe the 5 stages of grief. I can identify one tool people can use to help with the grieving process)</li> </ul> <p><b>HT2</b></p> <ul style="list-style-type: none"> <li>• What is mindfulness? (To understand mindfulness and take away some strategies to help you practise mindfulness)</li> <li>• Anxiety and mindfulness (To understand what anxiety can look like and how mindfulness techniques can help)</li> </ul> <p><b>HT5</b></p> <ul style="list-style-type: none"> <li>• Coping with stress</li> <li>• The importance of sleep (Correctly identify the symptoms of sleep deprivation and the benefits of quality sleep.)</li> </ul> <p><b>HT6</b></p> <ul style="list-style-type: none"> <li>• Drug and alcohol awareness (To analyse the impact of substance use, including on reputation, career, and relationships)</li> </ul>

<b>Assessment</b>
<b>Relates to item 15.2 within the RSHE Policy</b>
<ul style="list-style-type: none"> <li>• End of KS3 Assessments in January and June</li> <li>• KS4 continual assessment through ILZ, teacher circulation and live marking <ul style="list-style-type: none"> <li>• Connect retrieval tasks always take place in books as this is the critical content of the lessons and is linked to LTP and statutory content</li> <li>• Re cap tasks are completed in every lesson to ensure knowledge is embedded over time</li> <li>• Mind maps are used to assess pupils' baseline knowledge at the beginning of lesson and added to at the end of lessons so class teachers can judge the pupils understanding</li> <li>• All lessons follow the PSHE association assessment route which is IPSATIVE (self assessment) within each lesson. Every lesson in the half term is also assessed through the connect retrieval activities - this means students complete a baseline assessment in each lesson (discussion about the topic for example) then we learn about the topic and then revisit pupils knowledge at the end</li> </ul> </li> </ul>

of this lesson and beginning of the next, so each lesson is its own mini assessment. We then re-visit this each lesson within the half term to see if there are any gaps

- All work completed by the pupils on their own will be labelled 'YOU DO' or 'ILZ'
- All discussion should be evidenced through mind maps, bullet points, notes etc and labelled 'WE DO'
- SPAG should be marked each lesson and key terms will always be in books