



Elms Bank
School & College

Excellence for All

RSE Policy



Part of the

Oak 
Learning Partnership

Document control table	
Document Title	RSE Policy
Author	Rachel Mitchell
Version number:	3
Date approved:	May 2025
Approved by:	LGB
Date of next review:	May 2026

Document History			
Version	Date	Author	Note of revisions



Contents:

Statement of intent

1. Legal framework
2. Roles and responsibilities
3. Organisation of the RSHE curriculum
4. RSE subject overview
5. RSE programmes of study
6. Health education subject overview
7. Delivery of the curriculum
8. Curriculum links
9. Working with parents
10. Working with external agencies
11. Withdrawal from lessons
12. Equality and accessibility
13. Safeguarding and confidentiality
14. Assessment
15. Staff training



Statement of intent

At Elms Bank School we understand the importance of educating pupils about relationships, sex and health so that they can 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 the wider society.

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



1. Legal framework

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

- Equality Act 2010
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- DfE (2015) 'National curriculum in England: science programmes of study'
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2021) 'Teaching about relationships, sex and health'
- DfE (2024) 'Keeping children safe in education 2024'

This policy operates in conjunction with the following school policies:

- Behaviour Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Online Safety Policy
- Equality, Equity, Diversity and Inclusion Policy
- Anti-bullying Policy
- Child Protection and Safeguarding Policy
- Child-on-child Abuse Policy
- Pupil Confidentiality Policy
- Social, Emotional and Mental Health (SEMH) Policy



2. Roles and responsibilities

The governing board will be responsible for:

- Ensuring all pupils 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 pupils 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 school can fulfil its legal obligations.

- 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.

The headteacher will be responsible for:

- The overall implementation of this policy.
- Ensuring all teaching 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 pupils from non-statutory elements of the RSHE curriculum.
- Discussing withdrawal requests with parents, 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.
- Ensuring withdrawn pupils receive appropriate, purposeful education during the period of withdrawal.
- Encouraging parents to be involved in consultations regarding reviews of the school's RSHE curriculum.
- Reporting to the governing board on the effectiveness of this policy and the curriculum.

The RSHE subject leader will be responsible for:

- Overseeing the delivery of RSHE.

- Working closely with colleagues in related curriculum areas to ensure the RSHE curriculum complements, and does not duplicate, the content covered in other curriculum subjects.
- Ensuring the curriculum is age- and stage-appropriate, inclusive, and 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 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 headteacher.

The DSL will be 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.
- 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.

Subject teachers will be responsible for:

- Acting in accordance with, and promoting, this policy.
- Delivering RSHE in a manner 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 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 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.
- Providing an inclusive approach to their lesson delivery.
- Responding appropriately to pupils whose parents have requested to withdraw them from the non-statutory components of RSHE, by providing them with alternative education opportunities.

The SENCO will be 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

For the purpose of this policy:

- "**RSHE**" is used to refer to the overall programme of relationships, sex and health 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.

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

The school will gather the views of teachers, pupils and parents in the following ways:

- Questionnaires
- Meetings
- Letters
- Training sessions

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.

Elms Bank 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.

Our school 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.

The RSHE curriculum will be informed by topical issues in the school and wider community, to ensure it is tailored to pupils' needs.

4. RSE subject overview

The programme of study sets our learning opportunities for each key stage under three core themes: Health and Wellbeing, Relationships, and Living in the Wider World. These are reflected within our PSHE and Independent Living/ Life Skills curriculums.

The content is well-matched to the needs of the pupils. It is appropriate to the age and developmental stage of our pupils and is based on what pupils are likely to need to know (including any safeguarding considerations). The curriculum is sequenced and progressively builds upon prior knowledge. The SRE curriculum includes the acquisition of knowledge and understanding, the development of skills and respectful attitudes. The curriculum is inclusive, so it meets the needs of all pupils.

The content of the SRE curriculum may need to be adapted or changed throughout the year to meet local/national priorities and also those of individual pupils. Any parent, teacher or pupil is encouraged to offer feedback about the SRE curriculum.

SRE Statutory Content Summary (Secondary aged pupils):

Relationships Education (para 81, page 27)	Health Education (para 103, page 36)
<ul style="list-style-type: none">• Families• Respectful relationships, including friendships• Online and media• Being safe• Intimate and sexual relationships, including sexual health.	<ul style="list-style-type: none">• Mental wellbeing• Internet safety and harms• Physical health and fitness• Healthy eating• Drugs, alcohol and tobacco• Health and prevention• Basic first aid• Changing adolescence body

5. RSE programmes of study

Our school delivers an age-appropriate, developmental curriculum through our PSHE lessons which meets the needs of pupils and includes the statutory content outlined in the 'RSE subject overview' section of this policy.

Specialist Approaches for Pupils with Special Educational Needs and Disabilities (SEND).

The DfE states SRE must be accessible for all pupils and that schools must be mindful of the preparing for adulthood outcomes set out in the SEND code of practice (para 33/page 15). Schools should ensure that their teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law (para 35/page 15). At Elms Bank School, children will be taught based upon their chronological age and developmental understanding. Teachers will tailor content and teaching to meet the specific needs of pupils at different developmental stages. Our curriculum recognises that it is important to ensure that SRE is appropriate to the pupil's developmental stage, social understanding and interest in the subject, tailoring the delivery to support them to fully access the learning.

Example subject content:

Year 7

Positive Relationships

- Healthy friendships
- Respect
- Boundaries
- Conflict
- Bullying

Changing Feelings

- Changing relationships
- Diversity of relationships
- Should I have a boyfriend/girlfriend?
- Sexual attraction
- What is love?

Changing Body

- Brain changes during puberty
- Emotions & hormones
- Changing behaviour
- Diversity of developing bodies
- Hygiene during puberty
- Menstrual wellbeing

Year 8

Mental Wellbeing

- Emotions
- Healthy habits
- Happiness & connections
- Wellbeing concerns
- Positive wellbeing factors
- Benefits of activity
- Sources of help

Online Relationships

- Social opportunities online
- Online behaviour



- Online world and real-world differences
- Risks of unknown people
- Trolling and abuse
- How online actions affect others
- Effects of over-reliance on social media relationships

First Aid

- Minor and major injuries
- Medication
- Bandages
- Common injuries and how to treat them
- How to make an emergency call
- Recovery position
- CPR
- Defibrillators

Equality and Diversity

- Respecting differences
- Stereotypes and their damage
- Being tolerant
- What does it mean to be gay/straight/lesbian etc.
- Different gender identities and gender fluidity

Long Term Relationships

- Types of long-term relationship
- Diversity of families
- What is marriage?
- Consenting to marriage
- Forced marriage
- Marriage rights
- Civil partnership
- Cohabitation

Year 9

Relationship Expectation & Sexual Pressure

- Expectations of having a girlfriend/boyfriend
- Good partner qualities
- Levels of intimacy
- Sources of pressure
- Recognising pressure and not pressuring others
- Managing pressure
- How do I know when I'm ready to have sex?

Consent

- Consent and the law
- Capacity to consent
- Checking of consent

Consent and positions of trust

Alcohol & Tobacco

- Alcohol use and risks

Part of the



- Tobacco use and risks
- Social pressures
- Addiction
- Health services and support

Contraceptives

- Methods of contraceptives
- Sexual health services
- Emergency contraception
- Using condoms
- Who is responsible for contraception?
- Communicating contraceptive needs

Break Ups and Conflict

- Difficulties in relationships
- Ending relationships
- Divorce
- Bereavements
- Conflict resolution
- Knowing when trust others in relationships
- Unsafe relationships
- Help & support

Year 10

Mental Wellbeing

- Mental illnesses
- Unhelpful coping strategies
- Recognising concerns
- Characteristics of mental health and disorders
- Treatments for mental health disorders

Risky Behaviours

- Sexually transmitted infections
- Safer sex
- STI help and testing
- Sexual health services
- Seeing a doctor/nurse
- Risk of influence of alcohol and drugs on decision making
- How can I talk to my parents/person of trust?

Online Content

- Rules about online behaviour
- Online risks
- Sharing material online
- Risks of unknown people
- Viewing harmful content
- Reporting and getting help
- Understanding gambling online
- Recognising problem gambling

Unsafe Relationships



- Conflict
- Respect
- Rights to your own body
- FGM
- Difference between secrets and surprises
- Risks of unknown people online and offline
- Grooming
- Positive relationship features

Prevention

- Immunisation & vaccines
- Self-examination and screening
- Other types of health screening
- Healthy lifestyle role in preventing health problems including cancer & heart disease
- Infection & antibiotics
- Sun safety

Online and Media

- Unhealthy comparisons in the media
- Body image
- Social media and reality
- Influencers
- Sharing and removing material online
- Pornography distortions & the law
- Support online

Year 11

Reproductive Health and Pregnancy

- Ways to have a child
- Pregnancy signs & testing
- Lifestyle factors that can affect pregnancy
- Making pregnancy decisions
- Abortion
- Help and support

Unsafe Relationships

- Coercive behaviour
- Controlling behaviour
- Sexual harassment
- Sexual violence
- Exploitation
- Gangs
- Anti-social behaviours
- Resisting peer pressure
- Abusive behaviour and domestic violence
- Help & support

Parenting

- Happiness and bringing up children



- Nurturing environments
- Responsibilities of carers
- Parenting skills
- Teenage parents
- Adoption & fostering
- Challenges of a single parent

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.

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.

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.

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.

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.

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.

Health and prevention

By the end of secondary school, pupils will know about:

- Personal hygiene, germs including bacteria and viruses, how they are spread, treatment and prevention of infection, and antibiotics.
- Dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.
- **[Teach pupils this content in the later years of secondary school, e.g. at KS4.]** 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

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.

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. Delivery of the curriculum

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.

RSHE complements several other curriculum subjects. Where appropriate, the school 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. The curriculum will proactively address issues in a timely way in line with current evidence on pupils' 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.

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.

LGBTQ+

We 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, stereotypes, and the features of stable and healthy same-sex relationships. All pupils 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.

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.

At Elms Bank, we ensure to deliver 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 and abilities. 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 that lesson content meets the needs of our pupils.

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, ability and cultural background of pupils. Pupils will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures taken to ensure this are outlined in the school's Online Safety Policy, and the Devices and Technology Acceptable Use Agreement for Pupils.

Teachers will establish what is appropriate for one-to-one and whole-class settings, and alter their teaching of the programmes accordingly. Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively and honestly. Teachers will focus heavily on the importance of healthy relationships, including marriage, when teaching RSE, 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.

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.

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.

The procedures for assessing pupil progress are outlined in the 'Assessment' section of this policy.

Curriculum organisation

The RSHE programme is delivered through a variety of opportunities including:

- Designated PSHE and Independent Living lessons
- Form time
- Use of external agencies and services
- School ethos
- Small group work
- Cross-curricular links
- Assemblies
- Drop down days (DDD)
- Residential trips

Terminology

Pupils will be taught the anatomically correct names for body parts; the school 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 pupils are not left vulnerable.

Dealing with difficult questions

It is important that all school staff feel comfortable to take SRE classes and answer questions from pupils. We acknowledge that sensitive and potentially difficult issues will arise in SRE as pupils will naturally share information and ask questions. When spontaneous discussion arises, it is guided in a way that reflects the stated school aims and curriculum content for SRE. As a first principle, we answer questions relating to the taught, planned curriculum for that age group. We answer questions, where appropriate, relating to areas beyond the taught, planned curriculum for that age group, in a sensitive and age-appropriate way and only to the pupil/s, who have asked the question.

The school 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 PSHE subject leader.

8. Curriculum links

At Elms Bank we seek opportunities to draw links between SRE and other curriculum subjects wherever possible to enhance pupils' learning. SRHE will be linked to the following subjects:

- **SMSC** – 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, be 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.

8. Working with parents

Elms Bank understands that parents' role in the development of their children's understanding about relationships, sex and health is vital and will, therefore, engage parents as far as possible in their children's learning. This will include providing parents with frequent opportunities to understand and ask questions about the school's approach to RSHE.

Parent/ carers will be:

- Consulted about the content, organisation, and delivery of the sex education programme.
- Informed in advance of the content of sex education lessons (letter templates are provided for staff to use).
- Encouraged to complement the teaching at home by sharing the learning and talking about family values and beliefs.
- Given clear guidance on how to request the withdrawal of their child from sex education (letter templates are provided for staff to use)

- Provided with frequent opportunities to understand, ask questions, or express any concerns about SRE.
- If parents/carers have concerns about any aspect of the SRE curriculum, they are encouraged to share these with the school. We will then invite parents/carers to come and talk to us. Alternatively, parents/carers can email or write a note or letter.
- Parents/carers contacting the school about SRE will be asked to include a name and contact information. This is so we can respond to the parent/carer directly. Anonymous communication will not be considered.

9. Working with external agencies

Working with external agencies will be used to enhance the school's delivery of SRE 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 SRE curriculum but will be expected to comply with the provisions of this policy.

When working with external agencies, the school will ensure:

- A teacher is present throughout these lessons.
- Visitors are given a copy of this policy and expected to comply with the guidelines outlined within it.
- All resources used by guest speakers are available to parents to view prior to lesson delivery.
- The lesson the external expert has planned fits with the school's planned curriculum and this policy.
- The expert's credentials are checked before they are able to participate in delivery of the curriculum, in line with the Visitor Policy.
- The expert's lesson plan is age-appropriate and ability appropriate for the pupils.
- That the materials the expert intends to use, as well the lesson plan, meet the complex needs of the group.
- That procedures for confidentiality are in place; this includes ensuring that the expert understands how safeguarding reports should be dealt with in line with the Child Protection and Safeguarding Policy.
- The school will use visitors to enhance teaching by an appropriate member of teaching staff, not to replace teaching by those staff.

10. Withdrawal from lessons

The school will always recognise that parents have the right to have the right to request that their child is withdrawn from some or all of sex education delivered as part of statutory RSE. The school will uphold that parents 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 headteacher.

Before granting a withdrawal request, the headteacher will discuss the request with the parents and, as appropriate, the pupil, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum. The headteacher will inform parents of the benefits of their child receiving sex education and any detrimental effects that withdrawal might have. All discussions with parents will be documented. These records will be kept securely on our record system.

Following discussions with parents, Elms Bank will respect the parents' 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 sex education rather than be withdrawn, the school will make arrangements to provide the pupil with sex education.

Pupils who are withdrawn from sex education will receive appropriate, purposeful education during the full period of withdrawal.

11. Equality and accessibility

Elms Bank will comply with the relevant requirements of the Equality Act 2010 and will ensure the curriculum does not discriminate against pupils because of any of the protected characteristics.

At Elms Bank we consider the backgrounds, gender, age range and needs of its pupils and determine whether it is necessary to put in place additional support for some pupils based on their protected characteristics.

We will design the RSHE curriculum to be inclusive of all pupils. We are aware that our pupils are more vulnerable to exploitation, bullying and other issues due to their characteristics, e.g. having SEND or being LGBTQ+. Teachers will understand that they will need to adapt their planning or work to appropriately deliver the curriculum to pupils within our various pathways.

Our tailored content and teaching to meet the needs of pupils at different developmental stages, will ensure the teaching remains sensitive, age-appropriate and developmentally appropriate, and is delivered with reference to the law.

12. Safeguarding and confidentiality

All pupils will be taught about keeping themselves safe, including online, as part of a broad and balanced curriculum.

To meet the DfE's best practice advice, the DSL will be involved in the formulation of safeguarding-related areas of the curriculum, as their knowledge and resources may help to address safeguarding issues more appropriately and effectively.

When teaching issues that are particularly sensitive, e.g. self-harm, consent 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.

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 school's Policy. 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. Assessment

At Elms Bank we 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 challenge to pupils of all abilities.

Assessments used to identify where pupils need extra support or intervention. There are no formal examinations for RSHE; however, to assess pupil outcomes, the school will capture progress in the following ways:

- Photos (Evidence for Learning app)
- Class discussion
- Through written tasks
- Self-evaluations

The RSHE subject leader will be responsible for monitoring the quality of teaching and learning for the subject. They will conduct subject assessments on a termly basis, which will include a mixture of the following:

- Lesson observations
- Topic feedback forms
- Learning walks
- Work scrutiny
- Lesson planning scrutiny

14. Staff training

Training will be provided by the RSHE subject leader to the relevant members of staff on a termly basis 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, e.g. "sexting", which may need to be addressed in relation to the curriculum.

The school 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.

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 its effectiveness.

