PLASHET

CITY OF LONDON ACADEMY

Relationships, Sex and Health Education Policy (RSHE Policy)

Applicable from 1st September 2021

Signed:

Chair of Governors

1. Aims and Objectives of RSHE

It is the intention of Plashet School to teach high quality, age appropriate, student-sensitive, evidence-based Relationships, Sex and Health Education (RSHE) that demonstrates a respect for the law and all within our school community. It is expected that RSHE at Plashet School will support students to learn about themselves and the world they live in; giving them the skills, understanding and information they need for life. This will help them to stay safe as they move into adulthood and for the rest of their lives.

RSHE is an important aspect of our duty to safeguard students. It therefore forms an important feature of our curriculum offer to students and so is designed to reflect the ethos of the school and the religious and cultural values of our community. At Plashet School we approach RSHE in a faith-sensitive and inclusive way, seeking to understand and appreciate differences and afford dignity and worth to all students, their families and the wider community.

In doing so, we ensure no students are discriminated against or treated less favourably. The individual characteristics of our student body are protected as detailed in the Equality Act of 2010:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf

This policy should be read in conjunction with the latest government guidelines on RSHE:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education__Relationships_and_Sex_Education__RSE__and_Health_Education.pdf

2. Statutory Requirements

By law secondary schools are required to teach Relationships, Sex and Health Education, alongside national curriculum science within the context of safeguarding.

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all students receiving compulsory secondary education from September 2020. They also make Health Education compulsory.

Although it is statutory requirement for secondary schools to teach Sex Education, parents do have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSHE up to and until three terms before the child turns 16. Section 47 of the guidance states after that point, if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms.

3. What is Relationships, Sex and Health Education?

Relationships Education

The aim of Relationships Education is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful

marriage or other type of committed relationship. It teaches what is acceptable and unacceptable behaviour in relationships to help students understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed. In secondary school, relationships education builds on what has been learnt at primary school concerning positive relationships and progresses later on, to talk about intimate relationships.

At Plashet, relationships education is underpinned by a wider, deliberate cultivation and practice of resilience and character in the individual. This includes the development of character traits such as belief in achieving goals and persevering with tasks, as well as personal attributes such as honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice, underpinned by an understanding of the importance of self-respect and self-worth.

Health Education (Physical Health and Mental Wellbeing)

The aim of teaching students about physical health and mental wellbeing is to give them the information they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources. Students should have a good understanding that Physical health and mental wellbeing are interlinked, and good physical health contributes to good mental wellbeing, and vice versa.

At Plashet, we endeavour to teach students effectively so to remove the stigma attached to health issues in particular those associated to mental wellbeing. Emphasis is given to the steps students can take to protect and support their own health and wellbeing and make well-informed, positive choices for themselves about their physical and mental health and wellbeing.

Sex Education

We believe the teaching of sex education alongside relationship education will help to ready students for their life in modern Britain. Students learn about developing intimate monogamous relationships in the context of marriage or other committed relationships. Students are taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way. Sex Education at Plashet School does not encourage early sexual experimentation, rather it is designed to teach young people to reflect on human sexuality and to learn to respect themselves and others. We aim to build the confidence and self-esteem of our students so they may understand the reasons for delaying sexual activity so they may develop safe, fulfilling and healthy sexual relationships, at the appropriate time.

4. Values and Ethos

To embrace the challenges of creating a happy and successful adult life, we have designed our RSHE curriculum to foster the following qualities and behaviours in our students:

- A carefully constructed body of knowledge that enables students to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy.
- The disciplinary knowledge that allows students to put this into practice so they develop the capacity to make sound decisions when facing risks, challenges and complex contexts now and in their adult lives.
- The resilience to know how and when to ask for help, and to know where to access support.
- An understanding of and respect for the rule of the law (including the Equality Act 2010) as it applies to relationships, so that all students clearly understand what the law allows and does not allow, and the wider legal implications of decisions they may make in life.

- The ability to recognise everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where all students understand the importance of equality and respect and where prejudiced or discriminatory actions are not tolerated.
- A thoughtful and moral framework in line with their values to guide their decisions, judgements and behaviour both now an as they progress into adult life.

5. Organisation of Relationships, Sex and Health Education

RSHE at Plashet School is delivered within the PSHE Education framework as part of a timetabled PSHE programme called 'Learning for Life'. The subject has a dedicated department of qualified teachers managed by a curriculum leader who in turn is line managed by a designated member of the school leadership team.

Learning for Life is made up of a combination of disciplines including:
RSHE: Relationship, Sex and Heath Education
CEIAG: Careers Education, Information and Guidance (Living in the wider world)
Citizenship Education
Financial Literacy

The RSHE curriculum also complements several other curriculum subjects. The curriculum leader works closely with colleagues in related curriculum areas to ensure Relationships Education, Sex and Health Education curriculum within Learning for Life complements, and does not duplicate, content covered in statutory national curriculum subjects such as citizenship, science, computing, Philosophy, Religion and Ethics and PE. The teams work together, to establish prior knowledge and build this into the planning process to ensure a smooth transition between subjects and key stages.

6. Curriculum

Our curriculum for RSHE delivers the content set out in the DfE RSHE guidance, in the context of a broad and balanced curriculum. Our curriculum is evidence-based, age-appropriate, student sensitive and of a high quality. The curriculum is designed to prepare students for the opportunities, responsibilities and experiences of adult life and as such builds on the knowledge acquired at primary and develop further students' understanding of health, with an increased focus on risk areas such as drugs and alcohol, as well as introducing knowledge about intimate relationships and sex. The curriculum is also designed to promote the spiritual, moral, social, cultural, mental and physical development of students both at school and in society.

The statutory guidance specifies what topics need to be taught secondary level and what students should know by the end of each level. It does not break the curriculum up by key stage, year group or age. Therefore, decisions are made alongside rigorous consultation with stakeholders about the best time to teach topics according to our school community and context.

The curriculum, is carefully sequenced to take into account:
- The needs of students including their age and protected characteristics as outlined in the Equality Act 2010.
- The outcomes of the local authority and school consultation processes.
- The statutory requirements of guidance including all learning outcomes 'by the end of secondary' school.
- The essential concepts, knowledge, skills and principles of the subject.
- Opportunities for all students to learn and master these critical components.
- The evidence base available including accurate representation of statistics, reference to the law and fundamental British values.

- Prior Learning; including primary requirements in secondary teaching where students have gaps in their understanding, to build their knowledge before they progress.
- The smooth progress of learning from year to year, key stage to key stage.
- An awareness of common misconceptions so to ensure all students master important concepts.
- An awareness of local health profiles of students in the school.

Appendix A – End of Secondary School Learning Outcomes

National Curriculum Science
Some aspects of RSHE are delivered through other National Curriculum subjects. At key stage 3 and 4, the national curriculum for science includes menstruation and puberty, teaching about human reproduction and birth, drugs education and the study of sexually transmitted infections (STIs), including HIV. There continues to be no right to withdraw from national curriculum science.

Full details of curriculum sequences and schemes of learning can be found in appendices.

Appendix B – Learning for Life Curriculum Sequence

7. Teaching and Learning

Effective teaching in RSHE will ensure that core knowledge is broken down into units of manageable size and communicated clearly to students in a carefully sequenced way, within a planned scheme of learning. Teaching will include sufficient well-chosen opportunities and contexts for students to embed new knowledge so that it can be used confidently in real life situations.

In designing lessons, teachers will ensure that:

- What students already know is identified at the start of a lesson or topic with prior learning revisited as necessary.
- Opportunity is provided for clear explanation of the substantive knowledge, facts and concepts delivered.
- Planning provides for adequate opportunities for students to recall the acquired knowledge, facts and concepts to develop an understanding of the topic.
- Students are provided with ample opportunity to develop the disciplinary skills required to navigate matters of relationships, sex and health now and into their adult lives.
- Learning is delivered in a non-judgemental, factual way in a safe environment.
- Clear ground rules are set with the class to help manage sensitive discussion.
- Students have the facility to raise and answer questions in safe non-judgemental way.
- Lessons are planned to ensure students of differing abilities, including the most able, are suitably challenged.
- There are appropriate opportunities for formative assessment to capture progress and identify where students may need additional support or intervention.
- When teaching the new subjects, teachers will always ensure dialogue is preventative and will avoid using emotive language, videos or images.

Teachers should be aware of age inappropriate material on the internet. Great caution is exercised before setting any assignment, in class or at home, that involves researching a subject where there is a high risk that a child could accidentally be exposed to age inappropriate material.

8. Safeguarding

All of these subjects are set in the context of a wider whole-school approach to supporting students to be safe, happy and prepared for life beyond school. At the heart of these subjects there is a focus on keeping children safe, and the roles the RSHE curriculum plays in preventative education. Keeping Children Safe in Education (KCSIE) sets out that all schools and colleges should ensure children are taught about safeguarding, including how to stay safe online, as part of providing a broad and balanced curriculum.

All adults working with or on behalf of children have a legal duty of care and responsibility to protect children. KCSIE is clear that all staff should know what to do if a student tells them that they are being abused or neglected or are witnessing abuse. Staff know how to manage the requirement to maintain an appropriate level of confidentiality. Staff should never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child. Teachers should not offer unconditional confidentiality to students. Students should be made aware that any information they disclose will be referred to the relevant member of staff for their own safety.

In a case where a teacher learns from a student under the age of consent that they are having or considering sexual activity child protection issues must be considered. This should therefore be reported to the Year Coordinator, Safeguarding Officer, School Nurse or LT member with responsibility for child protection immediately. In the case of these members of staff not being available it should be reported to the Head teacher or an alternative member of the Leadership Team.

9. Inclusion

We acknowledge there are nine protected characteristics of the Equality Act 2010. Therefore, Relationships, Sex and Health Education at Plashet School is accessible for all students. Our school respects difference and diversity and the exclusion of anyone for any reason is not acceptable. It is expected that our RSHE curriculum will lead to a stronger sense of community, mutual respect and give all students a sense of responsibility, alongside the staff, to keep Plashet School a safe, inclusive and caring place for all, upholding the core values and ethos of the school.

Students with Special Educational Needs and Disabilities (SEND)

We will ensure that all young people receive sex and relationship education, and we will offer provision appropriate to the particular needs of all our students.

When planning teaching and learning for students with special educational needs and disabilities, high quality teaching that is differentiated and personalised is the starting point to ensure accessibility. When teaching these subjects to those with SEND, we are mindful of the preparing for adulthood outcomes as set out in the SEND code of practice and ensure our planned lessons reflect this.

We are aware that some students may be more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. We recognise therefore that high quality RSHE is of particular importance for some students within in the group. We are mindful of such factors and take this into consideration when designing the curriculum and teaching resources for these students.

Faith and Belief

Religion or belief are amongst the protected characteristics under the Equality Act 2010. As such at Plashet we fulfil our duty by ensuring the religious background of all students is taken into account when planning teaching and learning.

We understand how a good understanding of students' faith backgrounds and positive relationships between the school and local faith communities help to create a constructive context for the teaching of these subjects. As such, there is clear separation within the curriculum between Relationships and Sex

education and we are are mindful when designing learning to ensure the materials used are appropriate. We refrain from using resources that may expose students to inappropriate or explicit sexual imagery.

Lesbian, Gay, Bisexual and Transgender (LGBT)

In line with the Equality Act of 2010 we recognise the importance of positive attitudes towards equality on the UK, including the ability to respect difference through the equal inclusion of LGBT+ relationships and identities. RSHE content therefore, including that contained in the science curriculum, is taught with those students who are, or might be, LGBT+ in mind, as well as those who have LGBT+ parents and those that are heterosexual and cisgender. LGBT+ issues are taught in an integrated way and not in stand-alone lessons.

10. Working with the Community: Parents and Carers

We are clear that parents and carers are the prime educators for students in these matters. The role of the school includes building on and complimenting what students learn at home. We acknowledge that parents are the first teachers of their children and therefore have the most significant influence in enabling their children to grow, mature and to form healthy relationships. Therefore the school is committed to working with parents in the creation of policy, curriculum and appropriate teaching resources.

We are committed to being open and transparent in regular communications and consultation with parents both now and in the future subject to any change to the curriculum or subject content. We will ensure that we have annual discussions with parents to present our RSHE curriculum as well as hear from them about any concerns or questions they have. We are clear that our aim is to educate students about these important subjects alongside parents.

Parental Right to Withdraw

Section 45 of the DfE guidance provides the 'Right to be excused from sex education' (commonly referred to as the right to withdraw). All secondary schools have to teach Relationships, Sex and Heath Education (RSHE). Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSHE only.

However, there is no right to withdraw from Relationships Education or Health Education. Parents have a right to request withdrawal from the Sex Education but not the Relationships Education Elements of RSHE.

Parents have the right to request withdrawal up to the stage their child reaches age 15 or three school terms before the student turns 16. At this point the decision to withdraw is transferred to the student who can choose to remain withdrawn or opt into Sex Education.

Parents who choose to withdraw their child from Sex Education as part of the statutory RSHE curriculum should inform the Curriculum Leader for Learning for Life in writing. Withdrawal is generally made after the Curriculum Leader for Learning for Life has discussed this the parents and is satisfied that the parents have adequate information on which to make their decision. However, the final decision lies with the head teacher and is documented.

The head teacher may refuse a parents request to withdraw in 'exceptional circumstances' only. The DfE has not currently offered any detail on the meaning of 'exceptional situations'. Until this changes at Plashet School we expect any circumstances considered to be exceptional to be very rare and in a sense unique. In

the very rare circumstances that a right to withdraw is refused by the head teacher, parents' right to appeal remains the school Complaints Policy.

In the case of withdrawal from Sex Education, the Curriculum Leader for Learning for Life will make alternative learning arrangements for the withdrawn student.

11. Working with external agencies

RSHE at Plashet is taught as a discreet subject. Teachers are fully trained and form part of a dedicated subject team. As such, to ensure teaching and materials are appropriate, most teaching and learning resources are designed in house by the team bespoke to the nature of our curriculum.

We do however, recognise the value of working with external organisations to provide teacher professional development. The curriculum in Years 9, 10 and 11 covers complex specialist areas. In order to maintain the best quality of provision we may liaise with specialist organisations with specific expertise to ensure the RSHE team have the highest level of subject knowledge and a knowledge of the specialist services available.

On occasions, use of visitors may be used to enhance teaching by an appropriate member of the teaching staff, never as a replacement for teaching by those staff. In these cases, it is important that the protocols agreed as part of this policy are applied – See **Appendix C**

12. Accountability, Review and Evaluation

RSHE is afforded external scrutiny through scope within Ofsted. Inspectors' may consider RSHE in their inspection of safeguarding and/or of student's personal development, behaviour and welfare and/or students' spiritual, moral, social and cultural development.

Internally, to ensure that the teaching and learning in RSHE in our school is of the highest standard, it will be monitored by our Learning for life curriculum leader. RSHE is also quality assured as part of the annual school self-review programme.

In line with section 38 of the DfE guidance and as well as fulfilling their legal obligations, the governing body are required to make sure that:

- All students make progress in achieving the expected educational outcomes
- The subjects are well led, effectively managed and well planned
- The quality of provision is subject to regular and effective self-evaluation
- Teaching is delivered in ways that are accessible to all students with SEND
- Clear information is provided for parents on the subject content and the right to request that their child is withdrawn
- The subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

This policy has been produced in consultation with the Newham RSHE Partnership who have conducted borough wide consultation concerning the implementation of the 2020 guidance in RSHE. This consultation sought the opinions and viewpoints of Newham students, parents/carers, community groups, faith groups, local councillors, local teachers, Ofsted, local school governors, the Local Authority and professional associations.

School consultation has taken place with parents/carers, teachers and school governors. The final and agreed draft of the policy is ratified by the full governing body always after consultation has concluded and the policy agreed. We are grateful to every person contributing to the consultation for their views and

support in developing this policy. Full details of the consultation process can be found in **Appendices D and E.**

The policy will continue to be reviewed annually using a consultative process, in which feedback is sought from a stakeholders including parents/carers. A variety of informal student evaluation activities are built into the programme to seek the views of students. The policy returns for consideration and updates to the full governing body on an annual basis.

Appendix A
End of Secondary School Learning Outcomes

Relationships and Sex Education (RSE): Secondary

Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary:

Families	Pupils should know: ● That there are different types of committed, stable relationships. ● How these relationships might contribute to human happiness and their importance for bringing up children. ● What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony. ● Why marriage is an important relationship choice for many couples and why it must be freely entered into. ● The characteristics and legal status of other types of long-term relationships. ● The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting. ● 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 to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.
Respectful relationships, including friendships	Pupils should know: ● The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship. ● Practical steps they can take in a range of different contexts to improve or support respectful relationships. ● How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). ● That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due 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 get help. ● That some types of behaviour within relationships are criminal, including violent behaviour and coercive control. ● What constitutes sexual harassment and sexual violence and why these are always unacceptable ● The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.
Online and media	Pupils should know ● Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. ● About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online. ● Not to provide material to others that they would not want shared further and not to share personal material which is sent to them. ● 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 (including those created by children) is a criminal offence which carries severe penalties including jail. • How information and data is generated, collected, shared and used online.
Being safe	Pupils should know • The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships. • How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).
Intimate and sexual relationships, including sexual health	Pupils should 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 or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing. • The facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause. • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. • That they have a choice to delay sex or to enjoy intimacy without sex. • The facts about the full range of contraceptive choices, efficacy and options available. • The facts around pregnancy including miscarriage. • That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help). • How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing. • 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

The Law

It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions.

Pupils should be made aware of the relevant **legal provisions** when relevant topics are being taught, including for example:

- Marriage
- Consent, including the age of consent
- Violence against women and girls
- Online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.)
- Pornography
- Abortion
- Sexuality
- Gender identity
- Substance misuse

- Violence and exploitation by gangs
- Extremism/radicalisation
- Criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)
- Hate crime
- Female genital mutilation (FGM)

Physical health and Mental Wellbeing: Secondary

Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary:

Mental wellbeing	Pupils should know: • How to talk about their emotions accurately and sensitively, using appropriate vocabulary. • That happiness is linked to being connected to others. • How to recognise the early signs of mental wellbeing concerns. • Common types of mental ill health (e.g. anxiety and depression). • How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health. • The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.
Internet safety and harms	Pupils should know: • The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and 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	Pupils should know: • The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress. • The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health. • About the science relating to blood, organ and stem cell donation.
Healthy eating	Pupils should 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	Pupils should know: • The facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to 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. • Awareness of the dangers of drugs which are prescribed but still present serious health risks. • The facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.

Health and prevention	Pupils should know: ● About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics. ● About 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 (Late secondary). ● 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	Pupils should know: ● Basic treatment for common injuries. ● Life-saving skills, including how to administer CPR.15 ● The purpose of defibrillators and when one might be needed.
Changing adolescent body	Pupils should know: ● Key facts about puberty, the changing adolescent body and menstrual wellbeing. ● The main changes which take place in males and females, and the implications for emotional and physical health.

Appendix B: Learning For life Curriculum Sequence 2021-22

Key	CEIAG: Living in the wider world	Citizenship & Financial Literacy	Health Education	Relationships Education	Sex Education	
	Lesson	**Year 7**	**Year 8**	**Year 9**	**Year 10**	**Year 11**
Term 1	1	Transition to Secondary	Body Image 1	Finance game 1	Mental Health Awareness 1	Applications
	2	Friendship	Body Image 2	Payslips Tax	Understanding Mental Health	Post 16 Successful Transition
	3	Gossip	Eating Disorders	Online scams	Coping Strategies	Progress Files
	4	Gossip 2	Coping Strategies	Budgeting	Exam Stress	KUDOS CV
Term 2	5	Personal Safety First Aid	Bullying Banter?	Fast Tomato: Careers Advice Programme	Self Harm	Inappropriate Images
	6	Puberty	Why bully?	What are drugs?	Preparation for work experience	MOCKS
	7	Puberty 2	Cyberbullying 1	Why do people take drugs	Writing your CV	Relationship Abuse
	8	Menstruation	Cyberbullying 2	Alcohol	First Aid	Relationship Breakup
Term 3	9	Dental Hygiene	Grooming 1	Smoking	CPR	Resisting Pressure
	10	Sleep	Grooming 2	Vaping / Shisha	Healthy Relationships	Contraception 2
	11	Alcohol	Radicalisation 1	Drugs and the law	Marriage and Families	Unintended Pregnancy
Term 4	12	Smoking	Gangs 1 county lines	Drugs Research	Girls and Gangs	STI
	13	Stress	Gangs 2	Assessment	Conflict	Real Game 1
	14	Healthy Eating	Run Tell Hide	Relationships 1	Exposed	Real Game 2
Term 5	15	British Values	Cancer Awareness	Relationships 2	Work Experience	Cancer
	16	Democracy	Job Explorer Database	Relationships 3	Work Experience	Organ Donation
	17	Individual Freedom	Patterns of Work	Forced Marriage	Consent	Vaccinations
Term 6	18	Rule of Law	Self Esteem	CEOP	Contraception 1	
	19	Tolerance & Respect	Screen Time	FGM	Pregnancy	
	20	Research	Healthy Living	Domestic Violence	Parenting	

Learning for Life Curriculum – Statutory Guidance Mapped

	Lesson	Year 7	DfE Theme	Students should know:
Term 1	1	Transition to Secondary School		
	2	Friendship	Respectful relationships, including friendships	• the characteristics of positive and healthy friendships including: trust, respect, honesty, kindness, generosity, boundaries, privacy and the management of conflict, reconciliation and ending relationships (friendships). • practical steps they can take in a range of different contexts to improve or support respectful friendships. • how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs. • the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal
	3	Gossip		
	4	Gossip 2		
Term 2	5	Personal Safety First Aid	Basic first aid	• basic treatment for common injuries.
	6	Puberty	Changing adolescent body	• the main changes which take place in females, and the implications for emotional and physical health. • key facts about puberty, the changing adolescent body and menstrual wellbeing.
	7	Puberty 2		
	8	Periods		
Term 3	9	Dental Hygiene	Health and prevention	• about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.
	10	Sleep		• the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn
	11	Alcohol	Drugs alcohol and tobacco	• the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.
Term 4	12	Smoking		• the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.
	13	Stress	Mental Wellbeing	• how to recognise the early signs of mental wellbeing concerns. • 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.
	14	Healthy Eating	Healthy eating	• how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.
Term 5	15	British Values	Citizenship Education	
	16	Democracy		
	17	Individual Freedom		

Term 6	18	Rule of Law		
	19	Tolerance & Respect		
	20	Research		

	Lesson	Year 8	DfE Theme(s)	Students should know:
Term 1	1	Body Image 1	Physical health and fitness Internet Safety and harm Healthy eating	• the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health. • the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image) • how to maintain healthy eating and the links between a poor diet and health risks
	2	Body Image 2		
	3	Eating Disorders		
	4	Coping Strategies	Mental Wellbeing	• how to talk about their emotions accurately and sensitively, using appropriate vocabulary. • that happiness is linked to being connected to others. • the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.
Term 2	5	Bullying Banter?	Respectful relationships, including friendships	• that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due 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 get help. • the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal
	6	Why bully?		
	7	Cyberbullying 1	Online and media Internet Safety and harm	• their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. • what to do and where to get support to report material or manage issues online. • not to provide material to others that they would not want shared further and not to share personal material which is sent to them. • 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. • what to do and where to get support to report material or manage issues online.
	8	Cyberbullying 2		
Term 3	9	Grooming 1	Being Safe Families	• the concepts of, and laws relating to grooming • the concepts of and laws relating to extremism/radicalisation • how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.
	10	Grooming 2		
	11	Grooming 3		
Term 4	12	Gangs 1 - County Lines	Being Safe Drugs, Alcohol & Tobacco	• the concepts of, and laws relating to criminal exploitation (for example, through gang involvement or 'county lines' drugs operations) • the law relating to the supply and possession of illegal substances.
	13	Gangs 2		
	14	Run Tell Hide	Citizenship Education	
Term 5	15	Cancer Awareness	Healthy eating	• how to maintain healthy eating and the links between a poor diet and health risks, including cancer.
	16	Job Explorer Database	CEIAG	
	17	Patterns of Work		
Term 6	18	Self Esteem	Mental Wellbeing	• how to talk about their emotions accurately and sensitively, using appropriate vocabulary. • that happiness is linked to being connected to others. • 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.
	19	Screen Time	Internet Safety & Harm	• the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image, how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to

		Online & media	online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online. • how information and data is generated, collected, shared and used online.
20	Healthy Living	Physical health and fitness	• 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, including cancer and cardiovascular ill-health.

	Lesson	Year 9	DfE Theme(s)	Students should know:
Term 1	1	Finance game 1	Financial Literacy	
	2	Payslips Tax		
	3	Online scams		
	4	Budgeting		
	5	Fast Tomato: Careers Advice Programme	CEIAG	
Term 2	6	What are drugs?	Drugs alcohol and tobacco	• the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to 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. • awareness of the dangers of drugs which are prescribed but still present serious health risks. • the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.
	7	Why do people take drugs		
	8	Alcohol		
Term 3	9	Smoking		
	10	Vaping / Shisha		
	11	Drugs and the law		
Term 4	12	Drugs Research		
	13	Assessment		
	14	Relationships 1	Families Respectful relationships, including friendships	• 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 relationship. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs. • the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal
Term 5	15	Relationships 2		
	16	Relationships 3		
	17	Forced Marriage		• the concepts of, and laws relating to forced marriage, honour-based violence, and how these can affect current and future relationships.
Term 6	18	CEOP	Respectful Relationships Being Safe Online & media	• 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 relationship. • that some types of behaviour within relationships are criminal, including violent behaviour and coercive control. • what constitutes sexual harassment and sexual violence and why these are always unacceptable. • the concepts of, and laws relating to sexual exploitation, grooming, coercion, harassment and how these can affect current and future relationships. • about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.

				• what to do and where to get support to report material or manage issues online.
	19	FGM	Being Safe	• the concepts of, and laws relating FGM, and how these can affect current and future relationships.
	20	Domestic Violence	Being Safe Respectful Relationships	• the concepts of, and laws relating to, abuse, domestic abuse and how these can affect current and future relationships. • that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.

	Lesson	Year 10	DfE Theme(s)	Students should know:
Term 1	1	Mental Health Awareness 1	Mental Wellbeing	• how to talk about their emotions accurately and sensitively, using appropriate vocabulary. • that happiness is linked to being connected to others. • how to recognise the early signs of mental wellbeing concerns. • common types of mental ill health (e.g. anxiety and depression). • how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health. • the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.
	2	Understanding Mental Health		
	3	Coping Strategies		
	4	Exam Stress		
	5	Self Harm		
Term 2	6	Work Experience	CEIAG	
	7	Writing your CV		
	8	First Aid	Basic first aid	• basic treatment for common injuries. • life-saving skills, including how to administer CPR. • the purpose of defibrillators and when one might be needed.
Term 3	9	CPR		
	10	Healthy Relationships	Families Respectful Relationships	• that there are different types of committed, stable relationships. • how these relationships might contribute to human happiness and their importance for bringing up children. • what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony. • why marriage is an important relationship choice for many couples and why it must be freely entered into. • the characteristics and legal status of other types of long-term relationships. • the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal
	11	Marriage and Families		
Term 4	12	Girls and Gangs	Being Safe	• the concepts of, and laws relating to criminal exploitation (for example, through gang involvement or 'county lines' drugs operations) • the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment and how these can affect current and future relationships. • what constitutes sexual harassment and sexual violence and why these are always unacceptable. • 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 (including those created by children) is a criminal offence which carries severe penalties including jail.
	13	Conflict		
	14	Exposed	Online & Media	
Term 5	15	Work Experience	CEIAG	
	16	Work Experience		
	17	Consent	Intimate and sexual relationships, including sexual health	• that they have a choice to delay sex or to enjoy intimacy without sex. • the concepts of, and laws relating to, sexual consent, sexual exploitation, rape, 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 (in all contexts, including online). • how the use of alcohol and drugs can lead to risky sexual behaviour

Term 6	18	Contraception 1		• that they have a choice to delay sex or to enjoy intimacy without sex. • the facts about the full range of contraceptive choices, efficacy and options available. • how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.
	19	Pregnancy		• the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women. • the facts around pregnancy including miscarriage.
	20	Parenting		• the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.

	Lesson	Year 11	DfE Theme(s)	Students should know:
Term 1	1	Applications	CEIAG	
	2	Post 16 Successful Transition		
	3	Progress Files		
	4	KUDOS CV		
	5	Inappropriate Images	Online and Media Internet Safety and Harm	• about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online. • not to provide material to others that they would not want shared further and not to share personal material which is sent to them. • 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 (including those created by children) is a criminal offence which carries severe penalties including jail. • how information and data is generated, collected, shared and used online.
	6	MOCKS		
Term 2	7	Relationship Abuse	Respectful Relationships Being Safe	• 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 relationship. • the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal • the concepts of, and laws relating to domestic abuse and how these can affect current and future relationships. • that some types of behaviour within relationships are criminal, including violent behaviour and coercive control. • what constitutes sexual harassment and sexual violence and why these are always unacceptable. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the concepts of, and laws relating to abuse, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.
	8	Relationship Breakup	Respectful Relationships Mental Wellbeing	• 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 relationship. • how to talk about their emotions accurately and sensitively, using appropriate vocabulary. • 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.
Term 3	9	Resisting Pressure	Respectful Relationships Intimate and sexual relationships, including sexual health	• 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 there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. • what constitutes sexual harassment and sexual violence and why these are always unacceptable.
	10	Contraception 2		• that they have a choice to delay sex or to enjoy intimacy without sex. • the facts about the full range of contraceptive choices, efficacy and options available. • how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.
	11	Unintended Pregnancy		• that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help). • how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.
Term 4	12	STI		• that they have a choice to delay sex or to enjoy intimacy without sex. • how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing. • about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment. • how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.
	13	Real Game 1	Financial Literacy	

	14	Real Game 2		
Term 5	15	Cancer	Health and Prevention	• the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health. • the benefits of regular self-examination and screening.
	16	Organ Donation	Physical health and Fitness	• about the science relating to blood, organ and stem cell donation.
	17	Vaccinations		• the facts and science relating to immunisation and vaccination.

Appendix C

Agreed Protocols for working with External Agencies

The DfE emphasises the practical use of external speakers in section 51 of its RSHE guidance;

'External agencies can provide speakers, tools and resources to enhance and supplement the curriculum'.

However, use of visitors in RSHE lessons, will only ever be used to enhance teaching by a member of the teaching staff, never as a replacement for teaching by those staff. The teacher will always remain in the room, so they know what was discussed and can follow up with their students.

When working with any external agency we will always ensure a shared awareness of the desired learning outcome for students and take particular care that appropriate checks are made to ensure that the agencies' approach to teaching RSHE and the resources that they plan to use to teach about relationships education, relationships and sex education and health education are balanced, age-appropriate, aligned to the developmental stage of the pupils being taught and comply with:

- The School Policy
- The Teaching Standards
- The Equality Act 2010
- The Human Rights Act 1998
- The Education Act 1996

It is the responsibility of the school to ensure they are clear what they are going to say and what their position on the issues to be discussed are. We will always ask to see any materials that external agencies may use in advance.
A cautious approach coupled with due diligence will always be applied so to ensure that speakers, tools and resources do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We will always remain in line with our school's legal duties regarding political impartiality by ensuring any involvement with external agencies in RSHE is always:

- Politically impartial and without bias
- Does not promote partisan political views
- Takes reasonable steps to secure that where political issues are brought to the attention of pupils, they are offered a balanced presentation of opposing views

Any visitors to the school are also subject to school safeguarding procedures for visitors to the school and the approval of the head teacher. We will always make sure we know the named individuals representing an external agency so we are clear who will be there and that Disclosure and Barring Service (DBS) checks are in place. It will be agreed in advance of the session how a safeguarding report should be dealt with should any safeguarding issue arise, for example from a disclosure. Before a session with an external speaker, we will review protocols for taking pictures for media release or the use of any personal data the external speaker may get from the session.

Appendix D

RSHE: Framework for Consultation.

From September 2020, it is a statutory requirement that all schools in England and Wales are teaching Relationship and Sex Education as a fundamental part of the curriculum.

As part of implementing the RSE curriculum, schools must consult with the children, parents, staff and governors to ensure there is a general consensus on our approaches to policy and the curriculum content and sequence.

DfE Guidance states:

13. All schools must have in place a written policy for Relationships Education and RSE. Schools must consult parents in developing and reviewing their policy. Schools should ensure that the policy meets the needs of pupils and parents and reflects the community they serve.

14. There are many excellent examples in which schools have established clear sex education policies in consultation with parents, governors and the wider community, and where they are already delivering effective programmes. Schools should build on that good work in adapting to these new requirements.

Full guidance available here:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education__Relationships_and_Sex_Education__RSE__and_Health_Education.pdf

What is consultation?

The aims of our consultation is to support the development of a shared set of values between stakeholders and the school and to ensure that everyone understands what is being taught, when and how. It is the intention of Plashet School to teach high quality, age appropriate, student-sensitive, evidence-based Relationships, Sex and Health Education (RSHE) that demonstrates a respect all within our school community and for the law. Consultation allows us to formally discuss and review the development of RSHE with parents, governors and the wider community. We view consultation in this case is a way of engaging with stakeholders and gathering their views so we might involve them in the design of a new RSE policy and curriculum.

Parent Consultation

We acknowledge that parents are the first teachers of their children and therefore have the most significant influence in enabling their children to grow, mature and to form healthy relationships. Therefore the school is committed to working with parents in the creation of policy, curriculum and appropriate teaching resources. Parental consultation is of particular importance, not just to dispel myths about RSHE, but also to consult with parents in a meaningful way so that they participate in the development of the policy alongside the school and their voices are heard.

The Ofsted guidance on consultation with parents concerning RSHE refers to 'robust' consultation. The implementation of a new RSHE policy and revising RSHE curriculum is of course therefore subject to this expectation. However it is also out intention that consultation should help parents to understand what their daughters are learning in school and when they are learning it so that they may support this with their own teaching at home.

Before the final publication of the policy and curriculum sequence, parental consultation will include:

1. A parent survey
2. A forum by which they may offer any feedback or ask any questions about the information they have received.
3. A summary of consultation findings and FAQ document (as required)

Due to the restrictions placed on us by COVID-19 it is the consultation will be digital. All students are in receipt of a school chrome book and will be briefed by form tutors to ensure their parents can access the consultation documents from their parent email. However, throughout the consultation process every care will be taken to ensure access to all family groups. We will do this by identifying our harder to reach groups and ensuring facilities such as translation are in place wherever required.

Governor Consultation

Consultation with the governing body will take place via Full Governing Body Meetings. In these meetings all documentation pertaining to the development of the policy and the revised curriculum will be shared for comment with action taken as required. This will include:

- Draft Policy
- Consultation framework
- Outcomes of all consolation
- Final proposed policy for ratification
- Final proposed curriculum for ratification as part of the policy

Student Consultation

We will consult with all students in the Year 10 cohort. Consultation will take place through timetabled Learning for life lessons. Students will be asked to complete a variety of activities designed to gather opinions and inform us of the following:

- What should be taught in RSHE
- Students view on rank importance of a variety of PSHE (including RSHE) curriculum themes
- When we should teach different aspects of the RSHE curriculum
- Any other comments they would like to make about their experiences of Learning for Life (PSHE) curriculum
-

Wider Community Consultation

Plashet School is part of the Newham RSHE Partnership. The DfE have not defined 'wider community consultation'. The Newham RSHE Partnership has therefore undertaken general RSHE consultation with a wide range of stakeholders. The feedback received from the consultation has been considered in the development of the policy and associated curriculum at Plashet School.

- Newham RSHE leads – Primary
- Newham RSHE leads – Secondary
- Newham Parent Governors (30)
- Newham Councillors
- Newham Association of Secondary Head teachers
- Various LGBT individuals and group representatives who are professionals and parents in Newham
- Primary student consultation with three schools
- Secondary student consolation with three schools
- Meeting with local Imams (30)
- Newham SACRE including members of all Newham representative faith groups
- DfE
- Ofsted
- SEND practitioners from the borough, DfE and the PSHE Association

Consultation Timeline.

Term	Activity	Key people	Outcome
Autumn Term 2	Consultation Planning meeting	Sarah Heath Frankie Clark Lucy Still Claire Clinton Jo Sell	• Clear agreed plan for consultation with stakeholders
	Year 10 Cohort Consultation	Sarah Heath Frankie Clark Learning For Life teachers	• Design of consultation document for Year 10 students • Dissemination of document through Learning for life lessons • Collation of documents by Learning for life teachers
	Full Governing Body Meeting	Sarah Heath Governing Body	• Consideration of draft policy for consultation • Agreement on consolation framework
Spring Term 2	Year 10 Cohort Consultation analysis	Sarah Heath Frankie Clark	• Analysis of findings • Summary of findings produced
	Parent Survey and analysis	Sarah Heath Frankie Clark	• Analysis of findings • Summary of findings produced • Adjustment of policy and or/curriculum sequence as required
	Staff Survey and analysis	Sarah Heath Frankie Clark	• Analysis of findings • Summary of findings produced • Adjustment of policy and or/curriculum sequence as required
	Governor Survey and analysis	Sarah Heath Frankie Clark	• Analysis of findings • Summary of findings produced • Adjustment of policy and or/curriculum sequence as required
Summer Term 1	Draft Policy curriculum sequence and outcomes of consultation Part 1 shared with stakeholders	Sarah Heath	• Stakeholders invited to share questions etc with the school for a response. • Responses are bespoke and will take the form of a dialogue with the respondent
	Draft Policy curriculum sequence and outcomes of consultation Part 1 shared on Plashet Website	Sarah Heath	• Details of the consultation published on the school website including draft policy and proposed curriculum sequence • Comment or query from external observers to be directed to info@ with response from SHe if required
	Full Governing Body Meeting	Sarah Heath Governing Body	• Consideration of final draft policy of for ratification by FGB Agreement
	Final Policy shared FAQ document shared	Sarah Heath Rachel McGowan	• Final ratified policy and appendices including curriculum sequence shared via the school website • FAQ document produced and shared with parents (as required) • Parents are signposted to this via parentmail

Appendix E: Outcome of Consultation

Number of Respondents:

Parents: 125
Staff: 35
Governors: 3
Total Respondents: 163

Parents, staff and governors were all invited to complete the same survey. Results have been analysed and outcomes are as follows.

Stakeholders were asked to read the following statements and respond as appropriate:
1: Strongly Agree
2. Agree
3: Neither Agree nor Disagree
4: Disagree
5: Strongly Disagree

	Overall Responses %						
Aims of RSHE	1	2	3	4	5	No Answer	Total
Lessons on Relationships, Sex and Health Education (RSHE) should be designed with the needs of all the students in the school in mind.	59%	17%	12%	4 %	9%	1%	100%
Lessons on Relationships, Sex and Health Education (RSHE) should support students to learn about themselves and the world they live in.	53%	21%	13%	4 %	7%	1%	100%
Lessons on Relationships, Sex and Health Education (RSHE) should include building on and complimenting what the students learn at home.	40%	29%	20%	6 %	6%	0%	100%
Lessons on Relationships, Sex and Health Education (RSHE) should support students to develop the skills, understanding and information they need for life.	58%	19%	10%	7 %	7%	0%	100%
Lessons on Relationships, Sex and Health Education (RSHE) should support students to stay safe as they move into adulthood and for the rest of their lives.	64%	18%	7%	2 %	9%	1%	100%
Lessons on Relationships, Sex and Health Education (RSHE) should enable students to make informed decisions about their wellbeing, health and relationships now and in the future.	59%	18%	12%	2 %	8%	0%	100%

Lessons on Relationships, Sex and Health Education (RSHE) should develop students capacity to make sound decisions when facing risks, challenges now and in their adult lives.	63%	17%	10%	3 %	7%	0%	100%
Lessons on Relationships, Sex and Health Education (RSHE) should support students to know how and when to ask for help if they need it.	65%	18%	7%	2 %	6%	1%	100%
Lessons on Relationships, Sex and Health Education (RSHE) should support students to know where to access support if they need it.	66%	19%	5%	4 %	5%	1%	100%
Lessons on Relationships, Sex and Health Education (RSHE) should develop an understanding of and respect for the rule of the law (including the Equality Act 2010) as it applies to relationships, so that all students clearly understand what the law allows and does not allow.	60%	20%	8%	5 %	7%	0%	100%
Lessons on Relationships, Sex and Health Education (RSHE) should support students to develop the ability to recognise everyday sexism, misogyny and gender stereotypes and take positive action to build a culture where all students understand the importance of equality and respect and where prejudiced or discriminatory actions are not tolerated.	60%	21%	8%	4 %	8%	0%	100%
Lessons on Relationships, Sex and Health Education (RSHE) should support students to develop the ability to recognise everyday homophobia and take positive action to build a culture where all students understand the importance of equality and respect and where prejudiced or discriminatory actions are not tolerated.	58%	19%	10%	3 %	10%	0%	100%
Lessons on Relationships, Sex and Health Education (RSHE) should be designed to support students to develop a thoughtful and moral framework in line with their social, cultural and religious values to guide their decisions, judgements and behaviour both now and as they progress into adult life.	68%	18%	6%	2 %	6%	0%	100%
Lessons on Relationships, Sex and Health Education (RSHE) should be designed to be respectful of all cultural groups in the school.	72%	15%	5%	3 %	6%	0%	100%
Lessons on Relationships, Sex and Health Education (RSHE) should be designed to be respectful of the beliefs of all religious groups in the school.	74%	11%	6%	3 %	6%	0%	100%
Lessons on Relationships, Sex and Health Education (RSHE) should be designed to ensure no students are discriminated against or treated less favourably.	73%	13%	3%	3 %	7%	0%	100%

Teaching of RSHE							
It is important that parents are kept up to date and informed about the RSHE curriculum via the school website.	66%	22%	6%	2%	4%	0%	100%
It is important that teaching is designed to safeguard (keep safe) all students so that they know when someone may wish to do them harm and what they may do should they find themselves at risk.	75%	14%	4%	2%	4%	0%	100%
It is important that teaching is and lessons are designed to be inclusive of all students.	67%	15%	6%	5%	7%	0%	100%
It is important that teaching resources are designed to be sensitive to cultural and religious values of Plashet students.	71%	16%	4%	4%	5%	0%	100%
It is important that teaching resources are designed to remove the stigma around mental wellbeing so that students are encouraged to mindful of their own mental wellbeing and that of others.	71%	16%	6%	4%	4%	0%	100%
It is important that teaching resources are designed to support students develop knowledge and skills to be able to make informed decisions about their wellbeing, health and relationships.	63%	21%	7%	4%	5%	0%	100%

It is important that teaching resources are designed to ensure students have an understanding of and respect for the rule of the law (including the Equality Act 2010) as it applies to relationships, so that all students clearly understand what the law allows and does not allow, and the wider legal implications of decisions they may make in life.	58%	26%	7%	2%	6%	0%	100%
It is important that teaching and learning is delivered in a safe, non judgemental environment.	71%	18%	4%	3%	4%	0%	100%
It is important that curriculum content is delivered in a factual way during teaching and learning .	60%	21%	9%	4%	5%	0%	100%
It is important that lessons are planned to ensure students of differing abilities, including the most able, are suitably challenged.	59%	21%	12%	4%	4%	0%	100%
It is important that we avoid the use emotive language, videos or images when designing lessons,	52%	25%	10%	9%	4%	0%	100%
It is important that we do not use any resources that may expose students to inappropriate or sexually explicit imagery when designing lessons,	77%	10%	6%	4%	4%	0%	100%
It is important that students are never asked to research and sensitive or emotive topics on the internet.	72%	15%	3%	5%	5%	0%	100%
It is important that RSHE content in Learning for life lessons is only taught by a female member of staff.	60%	13%	13%	6%	8%	0%	100%
It is important that RSHE content in Learning for life lessons is taught inclusively but sensitively taking into account the needs of all students.	75%	12%	5%	2%	6%	0%	100%

Curriculum Content	Overall Responses %						
Curriculum Content: Relationships Education	Year 7	Year 8	Year 9	Year 10	Year 11	No Answer	Total
In which year group should students should learn the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries and privacy?	61%	11%	13%	5%	10%	0%	100%
In which year group should students should have an understanding of practical steps they can take in a range of different contexts to improve or support respectful friendships?	53%	19%	8%	8%	12%	0%	100%
In which year group should students should learn about the legal rights and responsibilities regarding equality and that everyone is unique and equal?	48%	17%	17%	8%	10%	0%	100%
In which year group should students have an understanding that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs?	62%	17%	11%	4%	6%	0%	100%
In which year group should students learn that there are different types of committed, stable relationships?	18%	26%	22%	13%	20%	0%	100%
In which year group should students learn about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help?	73%	19%	3%	3%	2%	0%	100%
In which year group should students learn that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.	28%	26%	25%	14%	8%	0%	100%
In which year group should students learn what constitutes sexual harassment and sexual violence and why these are always unacceptable?	31%	19%	18%	21%	10%	0%	100%

In which year group should students learn how stereotypes can cause damage and/or encourage prejudice?	45%	21%	14%	13%	6%	0%	100%
In which year group should students learn that committed, stable relationships contribute to human happiness and are important for bringing up children?	19%	22%	24%	18%	17%	0%	100%
In which year group should students learn what marriage is, including its legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married in an unregistered ceremony?	13%	13%	23%	25%	26%	0%	100%
In which year group should students learn why marriage is an important relationship choice for many couples and why it must be freely entered into.	12%	12%	28%	23%	25%	0%	100%
In which year group should students learn about the characteristics and legal status of other types of long-term relationships other than marriage?	10%	11%	24%	28%	26%	0%	100%
In which year group should students learn about the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.	18%	13%	21%	19%	27%	1%	100%
In which year group should students be taught to identify when a relationship is unsafe, how to seek help or advice or report concerns about others if needed?	23%	15%	23%	26%	14%	0%	100%
In which year group should students learn their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online?	38%	20%	20%	10%	12%	0%	100%
In which year group should students learn about online risks, including how any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online?	41%	26%	16%	6%	11%	0%	100%
In which year group should students learn not to provide material to others that they would not want shared further and not to share personal material which is sent to them?	52%	18%	16%	4%	10%	0%	100%
In which year group should students should learn about what to do and where to get support to report material or manage issues online?	50%	23%	15%	4%	8%	1%	100%
In which year group should students should learn about the impact of viewing harmful content online?	43%	28%	16%	4%	9%	1%	100%
In which year group should students should learn that sexually explicit material online 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 in the future?	17%	15%	24%	22%	21%	1%	100%
In which year group should students learn that sharing and viewing indecent images (including those created by under 18s/of their peers) is a criminal offence which carries severe penalties including jail?	26%	20%	26%	12%	15%	1%	100%
In which year group should students learn how information and data is generated, collected, shared and used online?	43%	20%	18%	11%	8%	0%	100%
In which year group should students have an understanding of the concepts of, and laws relating to sexual consent and the age of consent and know how to keep themselves and others safe?	17%	18%	30%	19%	17%	0%	100%
In which year group should students should have an understanding of the concepts of, and laws relating to sexual exploitation and know how to keep themselves and others safe?	21%	15%	26%	21%	16%	0%	100%
In which year group should students should have an understanding of the concepts of, and laws relating to physical abuse and know how to keep themselves and others safe?	34%	20%	19%	17%	10%	0%	100%

In which year group should students have an understanding of the concepts of, and laws relating to the grooming of young people and know how to keep themselves and others safe?	37%	24%	23%	5%	10%	0%	100%
In which year group should students have an understanding of the concepts of, and laws relating to domestic abuse and know how to keep themselves and others safe?	37%	17%	19%	14%	13%	0%	100%
In which year group should students have an understanding of the concepts of, and laws relating to forced marriage and know how to keep themselves and others safe?	23%	13%	26%	21%	17%	0%	100%
In which year group should students should have an understanding of the concepts of, and laws relating to honour based violence and know how to keep themselves and others safe?	27%	12%	25%	21%	16%	0%	100%
In which year group should students have an understanding of the concepts of, and laws relating to FGM and know how to keep themselves and others safe?	33%	15%	21%	16%	15%	0%	100%
In which year group should students learn about how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)?	20%	12%	25%	22%	21%	0%	100%
In which year group should students learn about online behaviours including image and information sharing (including 'sexting' & youth-produced sexual imagery etc)?	23%	13%	28%	15%	20%	0%	100%

Curriculum Content: Physical Health and Mental Wellbeing							
In which year group should students learn about how to talk about their emotions accurately and sensitively, using appropriate vocabulary?	49%	20%	15%	9%	8%	0%	100%
In which year group should students should learn that happiness is linked to being connected to others?	56%	19%	10%	6%	9%	0%	100%
In which year group should students should learn how to recognise the early signs of mental wellbeing concerns?	42%	25%	18%	7%	7%	0%	100%
In which year group should students learn common types of mental ill health (e.g. anxiety and depression)?	36%	26%	20%	10%	8%	0%	100%
In which year group should students learn 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?	41%	27%	20%	6%	7%	0%	100%
In which year group should students learn about the benefits and importance of physical exercise and time outdoors on mental wellbeing and happiness?	62%	21%	7%	3%	7%	0%	100%
In which year group should students learn about the benefits and importance of community participation and voluntary and service-based activities on mental wellbeing and happiness?	45%	23%	16%	8%	8%	1%	100%
In which year group should students learn about the similarities and differences between the online world and the physical world including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image, how people may curate a specific image of their life online, over-reliance on online relationships including those developed on social media)?	34%	26%	21%	10%	7%	0%	100%
In which year group should students learn about the risks related to online gambling including the accumulation of debt?	19%	17%	22%	23%	20%	0%	100%
In which year group should students learn how advertising and information is targeted at them and how to be a discerning consumer of information online?	28%	26%	20%	12%	13%	1%	100%

In which year group should students learn 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?	52%	22%	14%	7%	5%	0%	100%
In which year group should students learn about the positive associations between physical activity and promotion of mental wellbeing, including using exercise as an approach to combat stress?	48%	21%	13%	9%	9%	1%	100%
In which year group should students learn the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health?	47%	23%	12%	11%	7%	0%	100%
In which year group should students learn the about the science relating to blood, organ and stem cell donation?	19%	18%	27%	20%	16%	0%	100%
In which year group should students learn how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer?	56%	21%	9%	6%	7%	1%	100%
In which year group should students learn the facts about legal and illegal drugs and their associated risks, including the link between drug use and serious mental health conditions?	26%	21%	27%	15%	10%	0%	100%
In which year group should students learn the law relating to the supply and possession of illegal substances?	22%	25%	25%	17%	12%	0%	100%
In which year group should students learn about the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood?	23%	15%	29%	13%	20%	0%	100%
In which year group should students learn about the physical and psychological consequences of addiction, including alcohol dependency?	21%	17%	26%	17%	18%	0%	100%
In which year group should students have an awareness of the dangers of drugs which are prescribed but still can present serious health risks?	23%	19%	27%	16%	15%	0%	100%
In which year group should students learn the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so?	29%	20%	26%	12%	12%	0%	100%
In which year group should students learn about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics?	57%	20%	10%	6%	7%	0%	100%
In which year group should students learn about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist?	70%	12%	11%	2%	5%	0%	100%
In which year group should students learn about breast cancer, the benefits of regular self-examination and screening for women?	14%	22%	26%	19%	18%	0%	100%
In which year group should students learn the facts and science relating to immunisation and vaccination?	34%	21%	23%	10%	11%	0%	100%
In which year group should students learn about the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn?	61%	21%	10%	2%	6%	0%	100%
In which year group should students learn basic first aid including treatment for common injuries?	45%	21%	17%	10%	6%	0%	100%
In which year group should students learn life-saving skills, including how to administer CPR?	26%	21%	21%	20%	12%	0%	100%
In which year group should students learn the purpose of defibrillators and when one might be needed?	21%	15%	29%	19%	15%	0%	100%
In which year group should students learn key facts about puberty, the changing adolescent body and menstrual wellbeing?	60%	20%	10%	4%	6%	0%	100%
In which year group should students learn the main changes which take place in young people, and the implications for emotional and physical health?	50%	25%	15%	4%	7%	0%	100%

Curriculum Content: Intimate & Sexual Relationships							
In which year group should students learn the facts about reproductive health, including fertility and the potential impact of poor lifestyle on fertility for men and women?	15%	17%	28%	21%	20%	1%	100%
In which year group should students learn that all aspects of health can be affected by choices they make in relationships, positively or negatively, e.g. physical, emotional, mental, reproductive health and wellbeing?	16%	21%	29%	18%	15%	0%	100%
In which year group should students learn that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others?	13%	18%	27%	24%	17%	0%	100%
In which year group should students learn that they have a choice to delay sexual activity?	9%	13%	25%	25%	27%	0%	100%
In which year group should students should learn it is possible to enjoy intimacy without any sexual activity?	6%	10%	19%	25%	40%	0%	100%
In which year group should students learn about the facts about the full range of contraceptive choices, efficacy and options available to women?	5%	9%	20%	31%	34%	0%	100%
In which year group should students learn about the facts around pregnancy including miscarriage?	7%	12%	17%	25%	39%	0%	100%
In which year group should students learn that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)?	4%	9%	18%	26%	42%	1%	100%
In which year group should students should learn how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced and the importance of and facts about testing?	6%	11%	19%	27%	37%	0%	100%
In which year group should students learn about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment?	5%	10%	19%	28%	37%	0%	100%
In which year group should students should learn how the use of alcohol and drugs can lead to risky sexual behaviour?	6%	10%	25%	26%	33%	0%	100%
In which year group should students should learn how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment?	7%	10%	21%	26%	36%	0%	100%

Student Consultation

Student consultation took a more simplified form than that of the Parent, staff and governor consultation. All year 10 students were given the opportunity to respond to the consultation. 274 students chose to respond, however not all students responded to all questions. The outcomes were as follows:

In which year group should students learn about the following topics?

	Year 7	Year 8	Year 9	Year 10	Year 11
Contraception	2	9	17	36	18
Fertility	6	11	22	20	31
Pregnancy	10	15	7	19	17
Sexual Pressure	0	9	19	32	25
STI	2	5	10	31	44
Consent	7	10	22	20	14
Domestic Abuse	4	18	28	31	15
Families	37	21	17	8	6
Forced Marriage	4	7	20	48	7
Friendship	92	12	1	1	1
Healthy Relationships	2	10	28	44	3
Honour Based violence	1	10	12	11	5
Indecent images	7	13	21	19	18
Marriage	3	5	23	30	15
Other types of long-term relationships	1	4	16	32	16
Parenting	3	8	10	10	41
Alcohol	11	43	34	4	9
Body Image	19	34	24	17	4
Bullying	69	22	4	1	2
Dental Health	55	15	7	2	2
Drugs	8	34	45	7	7
Eating Disorders	9	35	19	8	10
Equality	58	27	5	2	5
FGM	0	4	17	34	43
First Aid	41	25	17	11	5
Gambling	5	19	29	9	25
Gangs	12	29	33	16	3
Grooming	24	37	28	7	2
Mental Health	10	31	23	20	6
Mortgages	1	4	12	12	57
Online Safety	69	18	6	5	4
Payslips	2	8	14	13	59
Periods	82	12	5	2	1
Physical Health	29	22	19	10	5
Prejudice	28	22	10	10	8
Puberty	76	20	2	1	1
Radicalisation	13	17	23	9	9
Self Esteem	33	34	11	6	1

Sexting	5	9	18	19	15
Sexual abuse	3	7	15	21	19
Sleep	56	20	17	8	7
Smoking	13	50	29	2	5
Stereotypes	20	25	19	11	10
Tax	2	5	15	15	61
Toxic Relationships	2	6	24	32	6
Unintended Pregnancy	2	6	11	34	36
Violent behaviour	2	0	1	5	2