

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

Version 2

**This policy applies only to Pre-16 New Collaborative  
Learning Trust institutions.**



**Wingfield Academy**

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## **1.0 Statement of Intent**

- 1.1 Here, at Wingfield Academy, we understand the importance of educating our learners about sex, relationships and health and are fully committed to delivering high-quality, age-appropriate lessons designed to meet the needs of all our learners.
- 1.2 RSE and health education lessons develop learners' character, the knowledge, skills, resilience, confidence and independence they need to make reasoned and informed decisions to lead safe, spiritually, morally, socially, culturally, physically and mentally healthy and fulfilling lives.

## **2.0 Legal Framework**

- 2.1 This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:
  - Equality Act 2010
  - DfE 'Keeping children safe in education'
  - DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
  - The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
  - Children and Social Work Act 2017
- 2.2 This policy operates in conjunction with the following school policies:
  - Anti-bullying including anti-social behaviours policy
  - Behaviour for learning policy
  - Female genital mutilation (FGM) and so-called honour-based violence (HBV) policy
  - Safeguarding children in education incorporating child protection policy
  - Confidentiality policy
  - Inclusion and SEND policy

## **3.0 Roles and Responsibilities**

- 3.1 The governing board is responsible for:
  - Ensuring all learners make progress in achieving the expected educational outcomes.
  - Ensuring the RSE and health education curriculum is well-led, effectively managed and well-planned.
  - Ensuring there is regular evaluation of the quality of provision.
  - Ensuring that teaching is delivered in ways that are accessible to all learners with SEND.
  - Providing clear information to parents/carers on the subject content and the right to request that their child is withdrawn.

- Ensuring RSE and health education lessons are resourced, staffed and timetabled in a way that ensures the Academy can fulfil its legal obligations.

### 3.2 The Senior Leadership Team are responsible for:

- The overall implementation of this policy.
- Ensuring all staff are suitably trained to deliver the RSE and health education curriculum.
- Ensuring parents/carers are fully informed of this policy.
- Reviewing all requests to withdraw learners from non-statutory elements of the RSE and health education curriculum.
- Discussing withdrawal requests with parents/carers, and the child if appropriate, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum, including the benefits of receiving RSE and health education lessons.
- Ensuring withdrawn learners receive appropriate, purposeful education during the period of withdrawal.
- Encouraging parents/carers to be involved in consultations regarding the Academy's RSE and health education curriculum.
- Reviewing this policy on an annual basis.
- Reporting to the governing body on the effectiveness of this policy and the curriculum.

### 3.3 The faculty lead of RE/PSHEE and Careers and lead teacher for PSHEE are responsible for:

- Ensuring the Academy meets its statutory requirements in relation to RSE and health education.
- Ensuring the curriculum is age-appropriate, ensures continuity and progression between each year group, is of high quality and tailored to the needs of all our learners.
- Monitoring and evaluating the delivery and effectiveness of the RSE and health education curriculum.
- Auditing PSHEE staff subject knowledge CPD needs and providing/signposting to integral support/training to develop deliverers expertise in the subject.
- Ensuring learners' progress is monitored and recorded appropriately.
- Liaising with colleagues in related curriculum areas to ensure the RSE and health education curriculum compliments, and does not duplicate, the content delivered in national curriculum subjects.
- Reviewing changes to the RSE and health education curriculum and advising on their implementation.

### 3.4 PSHEE teachers are responsible for:

- Delivering RSE and health education in a sensitive way, that it is of high-quality and appropriate for each year group.
- Ensuring they do not express personal views or beliefs when delivering the curriculum.
- Planning lessons effectively, using a range of appropriate teaching methods and resources.
- Liaising with other PSHEE staff regarding the delivery of topics, resources and support for individual learners.

- Monitoring and recording learners' progress.
- Reporting any safeguarding concerns or disclosures learners' make to our DSL.

#### **4.0 Organisation and Delivery of the RSE and Health Education Curriculum**

- 4.1 The majority of RSE and health education lessons will be delivered through PSHEE by a core team. Learners in Years 7, 8 and 9 receive 1 hour per week discreet PSHEE, and learners in Year 10 receive 1 hour per week from September to the end of the Spring half term. Where non-specialist staff are deployed to deliver PSHEE, the lead teacher for PSHEE will quickly identify and provide/signpost integral support/ training to develop deliverers expertise in the subject.
- 4.2 The PSHEE curriculum overview roadmap (Appendix A) has been developed in consultation with PSHEE teachers, learners and parents/carers, and in accordance with the PSHEE association, the national body of PSHEE, Programme of Study recommended by the DfE and 'The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019.' Furthermore, our PSHEE curriculum roadmap (Appendix A) has been tailored to the needs of all our learners and local community in order ensure its effectiveness.
- 4.3 Content is organised into manageable sized units, appropriately sequenced within planned schemes of work and includes opportunities and contexts for learners to apply knowledge confidently in real-life situations and understand the wider legal implications of their decisions. PSHEE deliverers are responsible for adapting their teaching, ensuring learning is delivered in ways accessible to all abilities, will encourage learners to ask questions, engage in class discussion and ensure topics are delivered sensitively so as not to stigmatise learners because of their home circumstances.
- 4.4 Lesbian, gay, bisexual, transgender, queer or questioning (LGBTQ+) content is integrated into the RSE curriculum rather than a standalone topic and will be approached in a sensitive, age-appropriate and factual way that allows learners to explore the features of stable and healthy same-sex relationships and diverse gender identities. PSHEE deliverers will challenge perceived views of learners, through exploration of, and developing mutual respect for, those different to themselves.

#### **5.0 RSE Subject Overview**

RSE will continue to develop learners' knowledge on the topics taught at primary level and in addition by the end of secondary school cover:

##### **Families**

Learners 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 recognise this in other relationships, and, how to seek help or advice, including reporting concerns about others, if needed.

### **Respectful relationships, including friendships**

Learners should know:

- the characteristics of positive and healthy friendships (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**

Learners 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**

Learners 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**

Learners should know:

- how to recognise the characteristic 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 pressuring 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.

## **6.0 RSE in PSHEE Curriculum Roadmaps**

### **6.1 Year 7 (Appendix B)**

#### **6.1.1 Relationships: Health, Puberty and Safety**

In 'Health, Puberty and Safety' learners reflect upon the signs and effects of all types of bullying including online. They learn about anti-social behaviour and gang mentality, consider reasons why young people may become involved and the social and legal consequences.

#### **6.1.2 Relationships: Friendships and Families**

In 'Relationships: Friendships and Families' learners learn about peer pressure and how to recognise peer pressure in action. They reflect upon the difference between genuine and toxic friendships and how we can identify toxic relationships. We also begin to look at romantic relationships and learn about consent, what it is, how it is communicated and the law surrounding it.

We start to look at the difference between sex and gender and examine different types of families and parenting including single parents, same sex parents, blended families, adoption and fostering.

## 6.2 Year 8 (Appendix C)

### 6.2.1 Relationships: Identity and relationships

In 'Relationships: Identity and relationships' learners' identify qualities of positive, healthy relationships including same sex relationships. They learn how to assess and manage the risk of sexting, sending, sharing and passing on sexual images. Students will begin to learn about child sexual exploitation and the signs of grooming. They consider the effectiveness of different contraceptive methods to prevent unplanned pregnancy and protect against sexually transmitted (STIs). We begin to learn about female genital mutilation (FGM) and understand the law surrounding this.

## 6.3 Year 9 (Appendix D)

### 6.3.1 Relationships: Diversity/Discrimination

In 'Relationships: Diversity/Discrimination' learners' discuss different types of prejudice and discrimination, hate crime and how the law protects us. They explore articles of the Universal Declaration of Human Rights, the foundation for human rights protections in the UK, what rights we enjoy and what happens when rights are denied. They learn how radicalisation happens, who is targeted and what is meant by extremism and extremist groups. They examine Christian and Muslim attitudes to the roles of men and women, different races and religions.

### 6.3.2 Relationships: Intimate relationships

In 'Relationships: Intimate relationships' learners' determine how to establish clear sexual boundaries, readiness for sexual activity and the choice to delay sex or enjoy intimacy without it. They explore in detail the effectiveness of different contraceptive methods and how STIs are transmitted. They learn that fertility can vary in all people, change over time, be affected by STIs and lifestyle choices and why sometimes pregnancies sadly fail. They consider the impact of pornography on sexual expectations and attitudes, what is meant by revenge porn, the legal consequences and how to prevent and report it.

## 6.4 Year 10 (Appendix E - overview)

### 6.4.1 Relationships: Respectful relationships/Healthy relationships/Communication in relationships

In 'Relationships: Respectful relationships/Healthy relationships/Communication in relationships' learners will begin to examine in more detail what a healthy relationship looks like, considering types of abuse and showing a clear understanding of the importance of consent.



## **7.0 Health Education Subject Overview**

Health education will continue to develop learners' knowledge on the topics taught at primary level and in addition by the end on secondary school cover:

### **Mental wellbeing**

Learners 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**

Learners 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**

Learners 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 cardio-vascular ill-health.
- about the science relating to blood, organ and stem cell donation.

### **Healthy eating**

Learners 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**

Learners 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 between 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 doing so.

### **Health and prevention**

Learners 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.
- 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**

Learners should know:

- basic treatment for common injuries.
- life-saving skills, including how to administer CPR.
- the purpose of defibrillators and when one might be needed.

### **Changing adolescent body**

Learners 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.

## **8.0 Health Education in PSHEE Curriculum Roadmaps**

### **8.1 Year 7 (Appendix B)**

#### **8.1.1 Health and wellbeing: Health and puberty**

In 'Health and wellbeing: Health, puberty and safety' students will examine the importance of looking after their body and teeth and the purpose of immunisation and vaccination. They will learn about the importance of good hygiene and what this looks like. Students will also begin to recognise different emotions and self-esteem and consider strategies to manage and overcome related issues in different situations.

#### **8.1.2 Health and wellbeing: Diet, Exercise and Mental Health**

In 'Health and wellbeing: Diet, Exercise and Mental Health', learners' consider what constitutes a balanced diet, the benefits of physical exercise and they reflect upon how

health and happiness are linked and strategies to develop resilience. They identify the personal and social risks and consequences associated with caffeine, alcohol and smoking.

### **8.1.3 Living in the Wider World: Summer Safety**

In Living in the Wider World: Summer Safety They will consider how to keep themselves safe on the road and in/near water. They learn how to recognise the signs and symptoms associated with cancer, how lifestyle choices are linked and reduce risk, minimise harm, access help in emergency and risky situations and perform basic first aid and life-saving skills. Students will also learn about the signs of cancer with particular reference to sun safety as we enter the summer months.

## **8.2 Year 8 (Appendix C)**

### **8.2.1 Health and wellbeing: Drugs and alcohol**

In 'Health and wellbeing: Drugs and alcohol' learners' revisit a range of study skills for effective revision. They study the consequences of consuming energy drinks, different drug types and the personal, social and legal implications for drug use including the signs and symptoms of addiction. They consider the consequences of gun/knife crime and how the law deals with young offenders and also begin to look at gambling addiction and the effects this can have on a person's life.

### **8.2.2 Health and wellbeing: Emotional wellbeing**

In 'Health and wellbeing: Emotional wellbeing' learners' consider the positive and negative impact of social media presence on body image including why some people choose to modify their bodies, self-harm and commit suicide. We discuss body shaming and the impact of online bullying on mental health and well-being alongside learning about eating disorders and the signs and symptoms of these.

### **8.2.3 Living in the Wider World: Citizenship and Mental Health**

In the final half term we ensure the last two lessons have a focus on keeping good mental health over the summer holidays, looking at mindfulness and the need for rest/relaxation and sufficient sleep.

## **8.3 Year 9 (Appendix D)**

### **8.3.1 Health and wellbeing: Healthy lifestyle**

In 'Health and wellbeing: Healthy lifestyle' learners' study how to promote mental wellbeing, identify misconceptions, challenge prejudice and discriminatory language and consider the impact of media and social media on mental health. They learn the importance of balancing work, leisure and exercise and organisational skills in managing the stress of exams.

## **8.4 Year 10 (Appendix E)**

### **8.4.1 Health and wellbeing: Mental health**

In 'Health and wellbeing: Mental health' learners' further develop the skills/knowledge required to manage the transition to, and expectations of Key Stage 4 and overcome the challenges arising in adolescence. They consider further strategies to develop resilience and reframe negative thinking. They learn to recognise the signs and symptoms of mental ill health, including depression, when, where and how to seek help and how to maintain good mental health.

#### **8.4.2 Health and wellbeing: Exploring influence**

In 'Health and wellbeing: Exploring influence' learners reflect upon the long/short term effects of binge drinking on the body, the consequence of taking illegal drugs in the UK, prescription drug misuse and how to access help and support with addiction. We will also be utilising three 'drop down days' during the 2021-2022 academic year in order to ensure that students are further immersed in PSHE topics such as RSE and safety.

### **9.0 Curriculum Links**

RSE and health education is linked to:

- 9.1 PSHEE/Citizenship: learners are provided with the knowledge, skills and understanding to help prepare them to play a full and active part in society, including an understanding of how laws are made and upheld and how to make sensible decisions. They learn about respect and difference, values and characteristics of individuals.
- 9.2 Science: learners are taught about the main external parts of the body and changes to the human body as it grows.
- 9.3 ICT: learners are taught about how they can keep themselves safe online and the different risks that they may face online.

### **10.0 Working with Parents**

We recognise the vital role of parents/carers in the development of their child's understanding about relationships and health. When involving parents/career in consultation regarding the Academy's RSE and health education curriculum, we will provide the curriculum content, including what will be taught and when and information about parents/carers right to request their child is withdrawn.

### **11.0 Working with External Agencies**

External experts may be invited in from time-to-time where deemed appropriate to enhance our delivery of RSE and health education. The credentials of all visiting speakers will be checked and their intended session reviewed by the associate assistant headteacher for personal development to ensure it is age-appropriate and accessible for all learners. Access to rooms, AV and other specialist equipment requirements will be discussed in advance of the visit, as appropriate to the activity and made available alongside technical assistance to support provider presentations. All visiting speakers will be made aware of our 'Safeguarding children in education incorporating child protection' policy and 'Confidentiality' policy.

## **12.0 Withdrawal from Lessons**

Parents/carers will be advised in writing of their right to request that their child is withdrawn from some or all of sex education delivered as part of statutory RSE, but not from the relationships or health elements of the curriculum (Appendix F). Requests to withdraw a child should be made in writing to the headteacher. Before granting a withdrawal, the headteacher will discuss the request with parents/carers and, as appropriate, their child, to ensure their wishes are understood and to clarify the purpose and benefits of the curriculum and detrimental effects the withdrawal might have. All discussions will be documented. Following discussions, the Academy will respect the parents'/carers' request to withdraw their child up to and until three terms before the child turns 16. After this point, if the child wishes to receive RSE rather than be withdrawn, the Academy will make arrangements to provide the child with RSE. Learners who are withdrawn from RSE will receive appropriate, purposeful provision during the full period of withdrawal.

## **13.0 Safeguarding and Confidentiality**

All learners will study how they can keep themselves safe, including online, as part of the PSHEE curriculum. Confidentiality within the classroom is an important component of RSE and health education. Whilst PSHEE deliverers are expected to respect the confidentiality of learners as far as possible, they are clear that if any concerns regarding the safety of learners or if disclosures are made, they should alert the DSL immediately. Learners will also be reminded in our department 'ground rules' that confidentiality is not guaranteed if their safety is deemed compromised.

## **14.0 Assessment**

Our Academy has the same high expectations of learners in PSHEE as for other curriculum areas. 'Educate, Equip and Empower' assessment booklets are implemented enabling learners and PSHEE deliverers to review both student progress and the impact of the curriculum. These are stored in folders as a record of learning over the academic year.

## **15.0 Monitoring Quality**

The faculty lead of PSHEE is responsible for monitoring and evaluating the delivery and effectiveness of the RSE and health education curriculum and will conduct IMQTL comprising lesson visits, exercise books/folder looks and learner voice in accordance with the Academy calendar.

## Appendix A: PSHEE Roadmap overview 7-10

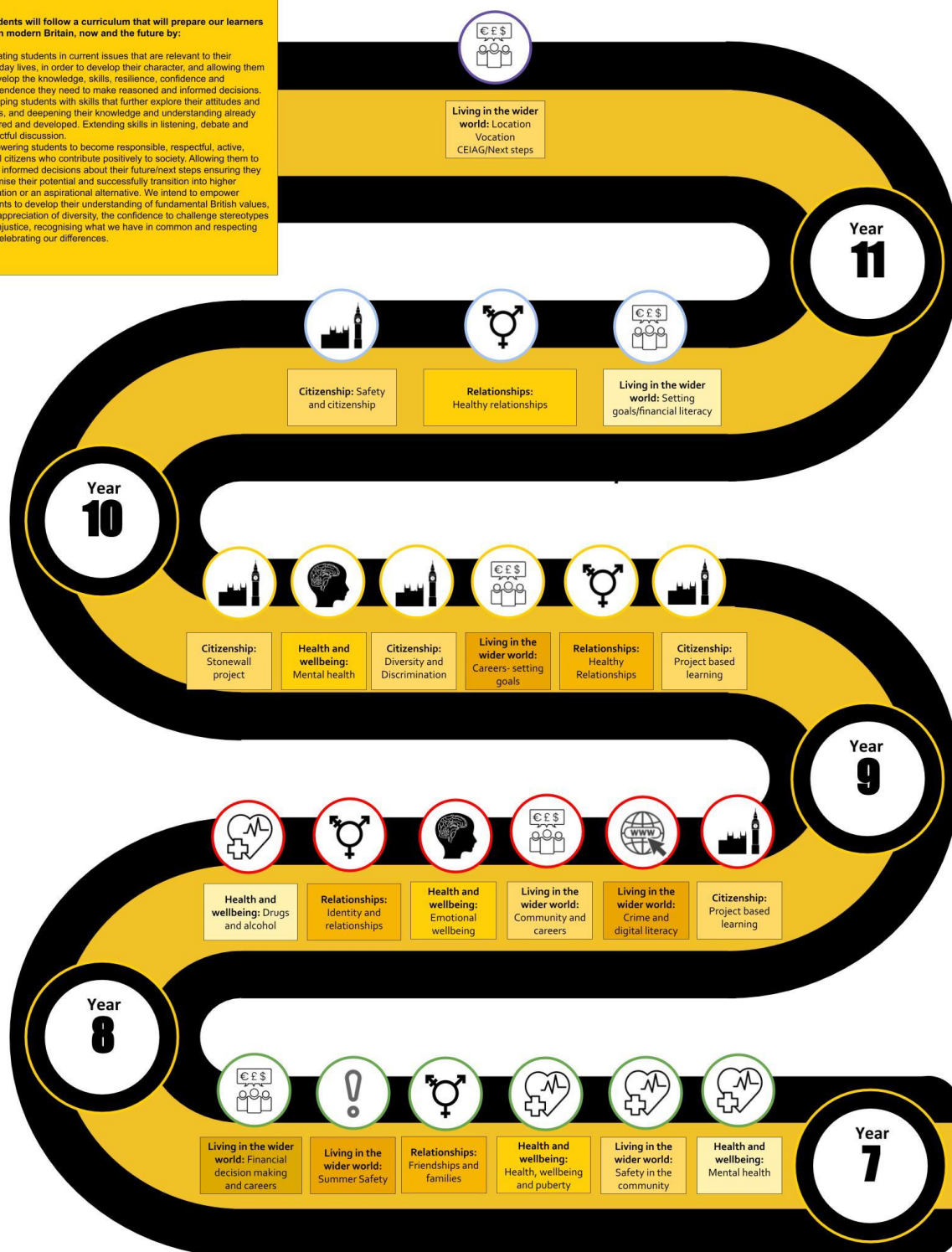


# Wingfield Academy

## PSHE LEARNING JOURNEY

Our students will follow a curriculum that will prepare our learners for life in modern Britain, now and the future by:

- Educating students in current issues that are relevant to their everyday lives, in order to develop their character, and allowing them to develop the knowledge, skills, resilience, confidence and independence they need to make reasoned and informed decisions.
- Equipping students with skills that further explore their attitudes and values, and deepening their knowledge and understanding already acquired and developed. Extending skills in listening, debate and respectful discussion.
- Empowering students to become responsible, respectful, active, model citizens who contribute positively to society. Allowing them to make informed decisions about their future/next steps ensuring they maximise their potential and successfully transition into higher education or an aspirational alternative. We intend to empower students to develop their understanding of fundamental British values, their appreciation of diversity, the confidence to challenge stereotypes and injustice, recognising what we have in common and respecting and celebrating our differences.

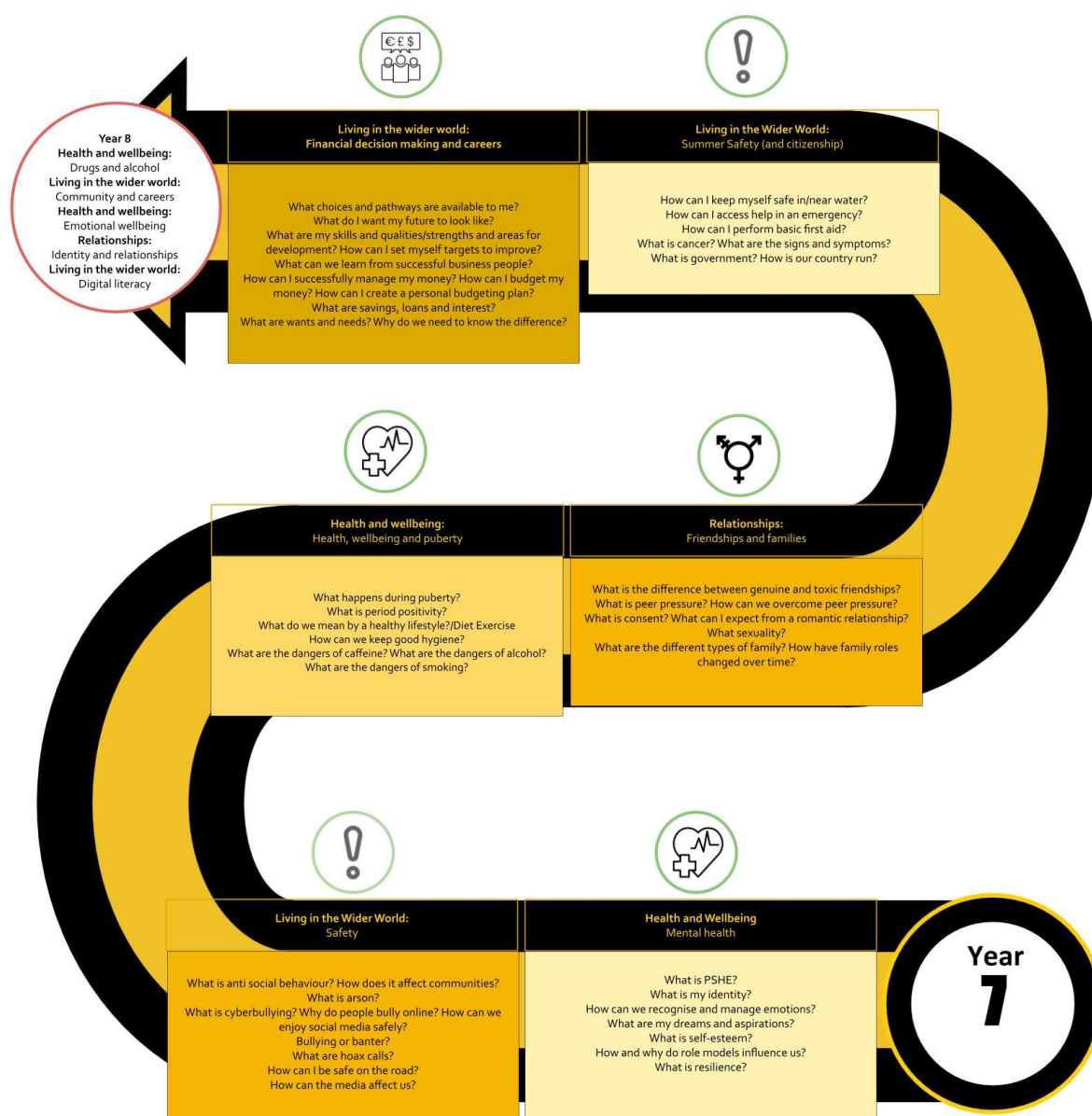


## Appendix B: Year 7 PSHE curriculum roadmap



# Wingfield Academy

## YEAR 7: PSHE LEARNING JOURNEY



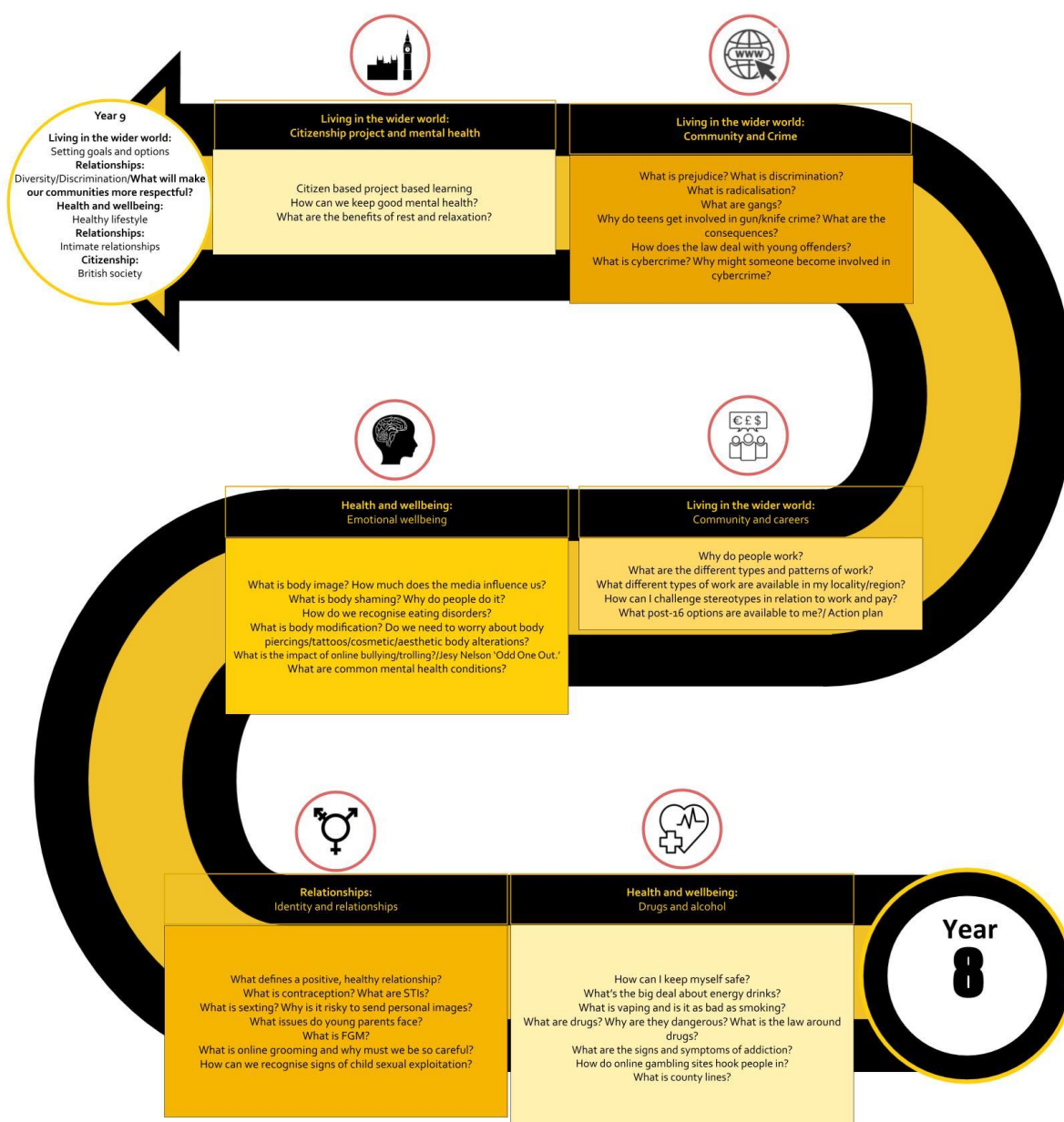


## Appendix C: Year 8 PSHE curriculum roadmap



# Wingfield Academy

## YEAR 8: PSHE LEARNING JOURNEY



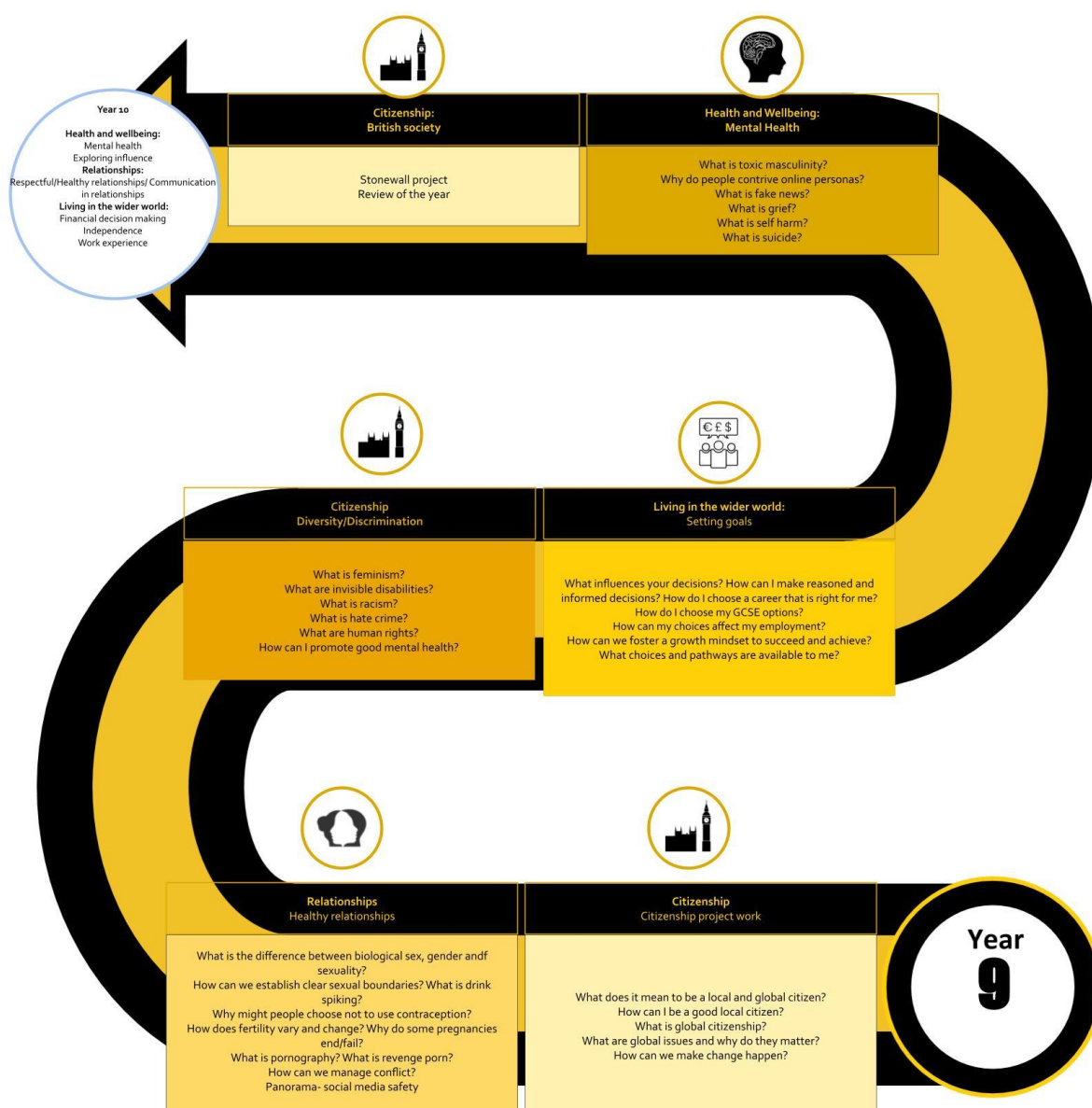


## Appendix D: Year 9 PSHE curriculum roadmap



# Wingfield Academy

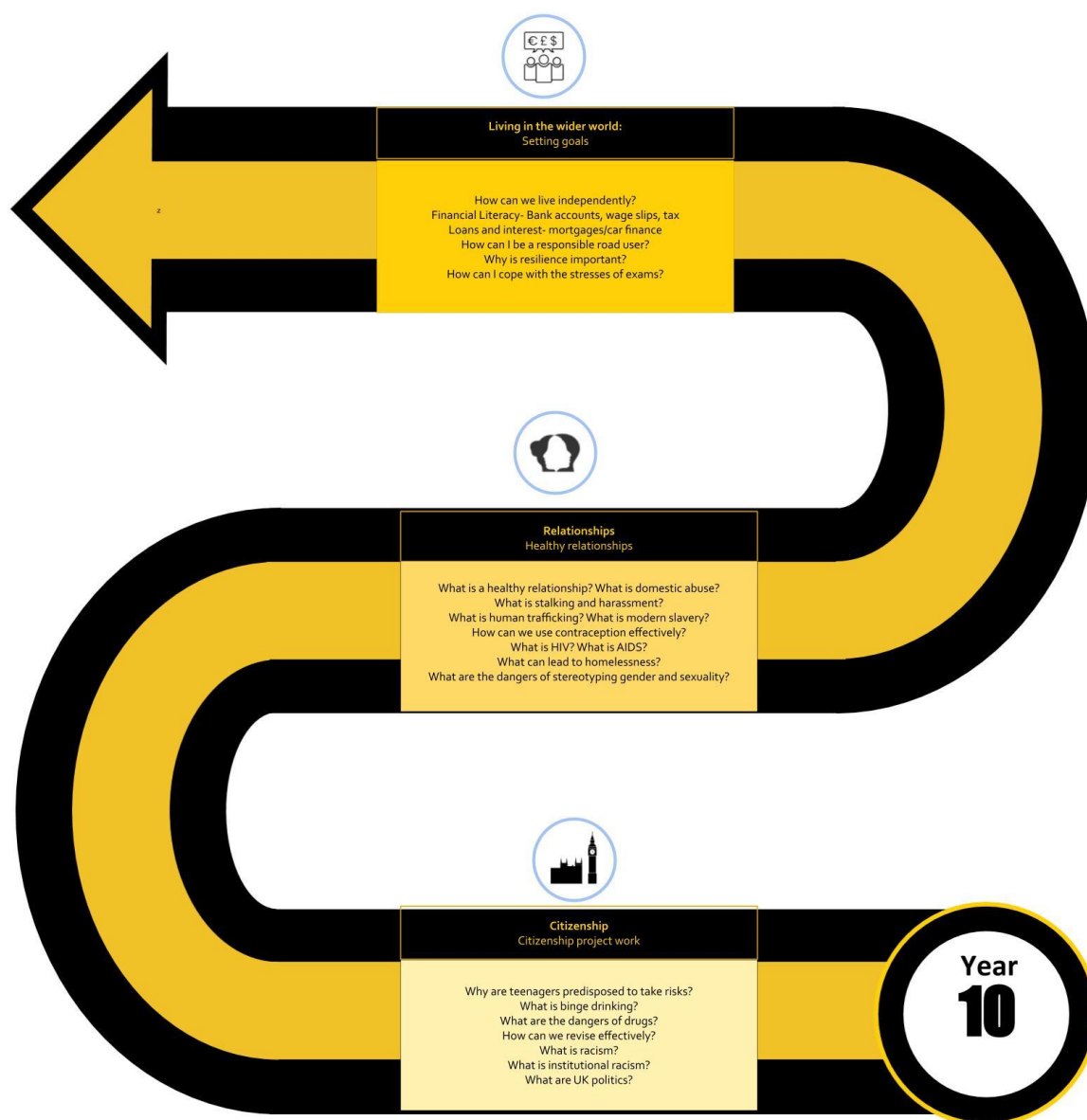
## YEAR 9: PSHE JOURNEY



## Appendix E: Year 10 PSHEE curriculum roadmap

# Wingfield Academy

## YEAR 10: PSHE JOURNEY



## **Appendix F: Letter to parents/carers regarding RSE and health education**

### **Re: RSE and health education at Wingfield Academy**

Dear parent/carer

Government guidelines outline that, from the age of 11, it is compulsory for all schools to provide a Relationships and Sex Education (RSE) and health education curriculum.

Here, at Wingfield Academy, we understand the importance of providing our learners with a thorough and balanced curriculum, including high quality, age-appropriate lessons about sex, relationships and their health.

RSE and health education lessons develop learners' character, the knowledge, skills, resilience, confidence and independence they need to make reasoned and informed decisions to lead safe, spiritually, morally, socially, culturally, physically and mentally healthy and fulfilling lives.

The details of what will be taught to the various year groups is detailed in the Academy's 'Relationships and Sex Education (RSE) and Health Education' policy, available on our Academy website <https://wingfieldacademy.org/> or in hard copy via our Academy reception.

Though schools must provide RSE and health education for learners from the age of 11, up until the age of 19, only aspects of the science national curriculum are compulsory. Therefore, as parents/ carers, you are entitled to request your child be removed from sex education lessons up to and until three terms, before they turn 16-years-old. After this point, if your child wishes to no longer be withdrawn, the Academy will provide them with sex education lessons.

Requests to withdraw your child should be made in writing to the headteacher, who, before granting the withdrawal will clarify the purpose and benefits of the curriculum, the detrimental effects the withdrawal might have and determine the most appropriate, purposeful alternative provision for the full period of withdrawal with you as parents/carers.

At Wingfield Academy, we are committed to working in partnership with parents/carers to improve our provision. I thereby invite you to read our proposed 'Relationships and Sex Education (RSE) and Health Education' policy, PSHEE consultation PowerPoint and curriculum road maps and provide your feedback for consideration.

If you have any concerns or queries about your child's participation, please do not hesitate to contact me on the Academy number above.

Yours sincerely

Miss V. Gregory

Policy Status					
Policy Lead (Title)		WFA Faculty lead RE/PSHEE/Careers		Review Period	Annually
Reviewed By		Trust Executive Team/ Board of Directors		Equality Impact Assessment Completed (Y/N)	N
POLICY AMENDMENTS					
Version	Approval Date	Page No./Paragraph No.	Amendment	Audience	Plan for Communicating Amendments
Version 1*  *This is the first version of this policy since WFA joined NCLT	TET 27/01/2022 BoD 22/03/2022			Wingfield Academy Staff, Students and Parents	NCLT website
Version 2  Updated by Vanessa Gregory		4.1	Amendment to paragraph.	Wingfield Academy Staff, Students and Parents	NCLT website and SharePoint
		6.31	Omission.		
		14.0	Amendment to paragraph.		
		15.0	Amendment to paragraph.		

## **Equality Impact Assessment (EIA)**

**The completion of this document is a requirement for all existing and proposed New Collaborative Learning Trust (NCLT) policies, major procedures, practices and plans (hereafter referred to as policies) as well as whenever looking at policy updates.**

The Equality Act 2010 sets out our legal duty to undertake equality analysis of all trust/college policies. Completion of this EIA is the first step in meeting this duty. Please send the completed EIA (together with a copy of the related policy/draft policy document) to the Trust Director for Human Resources who will review the document and may refer to the Equality and Diversity Committee as necessary to advise on any follow up action that might be required.

Completion of the Equality Impact Assessment is part of the Specific Equality Duties (SED) required of the trust. Over arching the specific duties is the General Equality Duty (GED) required of everyone. Please bear the GED and SED in mind when undertaking this audit.

### General Equality Duty

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

### Specific Equality Duties Relevant to EIA are to provide:

- Sufficient information to demonstrate compliance with the general duties; including effects policies have on people.
- Evidence that analysis of this information has been undertaken.
- Details of information considered during analysis.
- Details of engagement (consultation) that has taken place.

### Protected Characteristics are:

- |                              |                      |
|------------------------------|----------------------|
| • Age                        | • Race               |
| • Disability                 | • Religion or Belief |
| • Gender Reassignment        | • Sex                |
| • Marriage/Civil Partnership | • Sexual Orientation |
| • Pregnancy/Maternity Leave  |                      |

Audit Prompt	Response
Name of policy	Relationships and Sex Education (RSE) and Health Education Policy
Author of document:	Vanessa Gregory/Laura Dunn
Responsible Senior Manager:	Kerry Wade
Briefly describe the aims, objectives and purpose of the policy.	<p>The RSE and Health Education policy aims to:</p> <ul style="list-style-type: none"> <li>• Ensure that our curriculum meets statutory requirements.</li> <li>• Informs staff, students, parents/carers of the RSE and Health curriculum content.</li> </ul>

	<ul style="list-style-type: none"> <li>Ensure parents/carers are aware of the legality of their right to withdraw their child from RSE.</li> </ul>
<p>Who does the policy apply to:</p> <ul style="list-style-type: none"> <li>Staff</li> <li>Learners (please indicate which groups)</li> <li>Members of the general public (please specify)</li> </ul>	Staff, Learners (Year 7 – 10), parents/carers
<p>Will the policy affect members of the target audience equally?</p> <p>If no, please indicate the specific groups targeted by the policy.</p> <p>In targeting the policy at a specific group of people will members of other groups be disadvantaged?</p> <p>If yes, how will this be addressed?</p> <p>What information has been gathered about the diversity of the target audience? Attach details of information considered.</p> <p>How has this diversity been taken into account in writing the policy?</p>	<p>The policy affects the target audience equally. The policy sets out the RSE curriculum as delivered within discrete PSHEE lessons.</p> <p>The impact differs dependent on the audience but overall is fair.</p> <p>N/A</p> <p>This policy applies to all students in Year 7 – 10 and does not disadvantage other students. The policy applies to all staff delivering PSHEE and does not disadvantage other staff.</p> <p>N/A</p> <p>N/A</p> <p>In the policy, we refer to the LGBTQ+ community in line with academy terminology.</p>
<p>Does this policy contain visual images?</p> <p>If yes, are these technical or cultural in nature?</p> <p>If cultural, do they reflect diversity?</p> <p>If yes, please indicate how.</p>	<p>The only visual images included within this policy are the curriculum roadmaps.</p> <p>N/A</p> <p>N/A</p> <p>N/A</p>
<p>Please indicate how this policy supports the trust/college in its General Equality Duty to:</p> <ul style="list-style-type: none"> <li>Eliminate unlawful discrimination, harassment and victimisation (A).</li> <li>Advance equality of opportunity between people who share a protected characteristic and those who do not (B).</li> <li>Foster good relations between people who share a protected characteristic and those who do not (C).</li> </ul>	<p>The same curriculum is delivered to all students regardless of their background/circumstances in a sensitive way.</p> <p>Additional support is provided by the lead teacher of PSHEE as/when issues arise and sensitive topics need to be delivered in a bespoke way ensuring that all students receive fair access to the curriculum.</p>
<p>Please indicate any negative impacts identified in relation to the protected characteristics listed below, or how you have arrived at the view that there are not negative impacts in relation to these characteristics:</p>	

Age	N/A
Disability	N/A
Gender Reassignment	N/A
Marriage/Civil Partnership	N/A
Pregnancy/Maternity Leave	N/A
Race	N/A
Religion or Belief	N/A
Sex	N/A
Sexual Orientation	N/A
<p>Is the policy free from discrimination on the grounds of:</p> <ul style="list-style-type: none"> <li>• Additional Learning Needs</li> <li>• Economic Needs</li> <li>• Social Needs</li> </ul>	Yes
<p>Please indicate who the policy has been considered by and/or who has been consulted about the policy. Where applicable include:</p> <ul style="list-style-type: none"> <li>• Staff/student consultative groups</li> <li>• Trade unions</li> <li>• Equality and Diversity, Health and Safety and Safeguarding Committee</li> <li>• Other committees/working groups (specify)</li> <li>• Senior Management Team</li> <li>• Trust Executive Team</li> <li>• Board of Directors</li> <li>• External group / Advisory group (specify)</li> </ul>	PSHEE staff, senior management, Designated Safeguarding Lead, Trust Executive Team
<p>Can you identify any further consultations that might be necessary to ensure no adverse impact? If yes, please specify.</p>	No
<p>Can you identify any differential or adverse impact the policy might have that is not already recorded? If yes, please specify.</p>	No

<p>How would you assess the overall impact of this policy on equality? Please circle.</p>	<p>High / Medium / <b>Low</b></p>
<p>Please record who this audit has been completed by (if by committee/work group please indicate and get lead person to sign off):</p>	<p>Name : Vanessa Gregory/Laura Dunn  Job Title : Faculty Lead/Lead teacher  Date : 12<sup>th</sup> December 2022</p>