



BRENTSIDE HIGH SCHOOL

LEARNING AND ACHIEVING TOGETHER

Relationships, Sex and Health Education Policy

Review date	July 2023
Staff responsible	SMc

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1. Rationale

Definition:

The following policy refers to Relationships, Sex and Health Education at **Brentside High School**.

We define relationships, sex and health education (RSHE) as learning about families, respectful relationships, including friendships, online and media, being safe and intimate and sexual relationships.

Relationships, sex and health education is taught as part of citizenship and PSHE lessons. Aspects of sex education may also be covered within the national science curriculum.

RSHE is about the emotional, social, and cultural development of pupils, and involves learning about relationships, healthy lifestyles, sexuality, sexual health, diversity, and personal identity.

RSHE involves a combination of sharing information and exploring issues and values.

RSHE is not about the promotion of sexual activity.

RSHE provides an excellent forum to provide pupils with life-skills that will enable them to make informed decisions and protect themselves against harmful and exploitative situations. RSHE is therefore a tool to safeguard children.

RSHE contributes to the foundation of PSHE, citizenship and spiritual, moral, social and cultural (SMSC) development and offers a valuable vehicle for promoting equality between individuals and groups. It involves an exploration of human and social diversity, and a fostering of self-worth whilst recognising, accepting and respecting differences.

Aspects of RSHE are taught as an integral part of the school's PSHE provision from Year 7 to Year 13. In this way, students are able to develop their ideas, knowledge, and skills gradually over time and appropriately, in a non-threatening environment.

A summary of lessons taught is included in Appendix 1.

A FAQs document on some of the most common questions is included in Appendix 2.

RSHE and Ofsted:

The 2019 Ofsted framework states that pupils should be able to recognise online and offline risks to their well-being – for example, risks from criminal and sexual exploitation, domestic abuse, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation, and extremism – and making them aware of the support available to them. It also states that schools should ensure they are developing pupils' age-appropriate understanding of healthy relationships through relationships and sex education.

The 2019 Ofsted framework also states:

'From September 2019, schools are able to follow a new relationships, sex and health education and health education curriculum. From September 2020, they will be required by law to follow it. Primary-age children onwards must be taught about positive relationships and respect for others, and how these are linked to promoting good mental health and well-being. In addition, sex education will become mandatory at secondary level. If a school is failing to meet its obligations, inspectors will consider this when reaching the personal development judgement.'

Moral and values framework:

The relationships, sex and health education policy is guided by the ethos of Brentside High School as a learning environment in which students are supported as they prepare for life after school with a broad curriculum that focuses on high quality education in a diverse, respectful school community. The policy will be sensitive towards the established morals and values framework of all the major world religions and philosophies. In its implementation, it will draw from the practical experiences of those who represent the various religious and philosophical groups within the local community. The RSHE Policy will be complimentary with the religious education policy of our school.

2. Statutory requirements

Schools are required to comply with the relevant requirements of the Equality Act 2010. The DfE guidance states that schools should pay particular attention to the Public Sector Equality Duty (PSED).

Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). Schools must also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for these subjects. Topics taught within the RSHE curriculum are done so within the Equality Act framework and the protected characteristics. This includes the diverse teaching of relationships education which includes LGBTQ+ families and relationships.

As a maintained secondary school, we must provide RSHE to all pupils as per the Children and Social Work Act 2017.

In teaching RSHE, we must have regard to guidance issued by the Secretary of State as outlined in section 403 of the Education Act 1996.

At **Brentside High School** we teach RSHE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils, and parents/carers.

The steps taken to review the policy are as outlined below.

The Department for Education and Ofsted have clearly outlined aspects of RSHE that are statutory in all high schools, therefore some recommendations or comments made during the consultation process may not be reflected in the final policy as our school has to ensure we are meeting statutory guidelines.

1. **Review:** A member of school staff looked through the existing RSHE policy as well as local and national guidance for relationships education. They then reviewed the RSHE policy reflecting any advice and changes at local and national level.
2. **Staff consultation:** Staff were consulted via an RSHE staff survey. The results contributed to the development of the policy and informed additional support needed to enhance the delivery of RSHE. Staff were also consulted via a staff meeting. All staff were sent the draft policy in advance of the staff meeting and were then invited to comment on the policy and make suggestions/amendments.

3. **Parent/carers consultation:** Parents/carers will be consulted via an online consultation. The results of this will inform the policy development and identify additional work that may be needed with parents/carers to raise their awareness and knowledge of RSHE at Brentside High school. Parents/carers will be given the opportunity to review the policy as part of the process and offer comments/suggestions.
4. **Student consultation:** We consulted with students through the health-related behaviour survey and student focus groups. The results were then used to inform the policy and inform the delivery of RSHE in our school and are attached as a summary in Appendix 4.
5. **Governor consultation:** Governors will be consulted on this policy again after once all other consultation is complete. All governors will be sent the draft policy and will then be invited to comment on the policy and make suggestions/amendments.
6. **Ratification:** Once amendments are made, the policy will be shared with governors and then ratified by the governing body.

This policy will be reviewed every two years. This policy will be next reviewed in **July 2023**.

4. Aim and objectives

The aim of this policy is to enable the effective planning, delivery and assessment of relationships, sex and health education at Brentside High School.

The aims of RSHE at our school are to:

- Develop positive values and a moral framework that will guide students' judgements, decisions and behaviour.
- Have the confidence and self-esteem to value themselves and others and respect for individual conscience, as well as and the skills to judge the kind of relationships they want.
- Communicate effectively.
- Develop the knowledge and skills to look after their physical and mental health and wellbeing.
- Be aware of their sexuality and understand differences in human sexuality (e.g., heterosexual, lesbian, gay, bisexual, transsexual, and transgender).
- Understand what consent means and factors that influence one's ability to consent.
- Know how the law applies to all types of relationships including familial, domestic, and sexual relationships.
- Have sufficient information and skills to protect themselves offline and online and be aware of the implication of sexting, pornography, and online grooming.
- Understand the consequences of their actions and behave responsibly within sexual and pastoral relationships.
- Understand the arguments for delaying sexual activity and the reasons for having protected sex. Understand what consent means and factors that influence one's ability to consent.
- Have sufficient information and skills to protect themselves and, where they have one, their partner from unwanted conceptions and sexually transmitted infections, including HIV.
- Access confidential sexual health advice, support and, if necessary, treatment.

5. Equal opportunities

Brentside High School believes that RSHE should meet the needs of all pupils. All staff are expected to give every pupil the chance to experience, participate in and achieve in their preparation for adult life through the understanding of relationships, sex and health education.

Equal time and provision will be allocated for all groups but there may be occasions where children with special educational needs (SEN) are given extra support to ensure their needs, including physical disabilities and learning difficulties are met.

Brentside High School also believes that RSHE should meet the needs of all pupils regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support.

The planning and organising of teaching strategies will be consistently reviewed through lesson observations and practitioner feedback to ensure that no pupil is disadvantaged.

There will be scope in some circumstances for certain aspects of the RSHE curriculum to be delivered in same gender classes.

6. Delivery of RSHE: content, delivery and training

Content:

RSHE is taught within the citizenship and PSHE curriculum, as well as in some circumstances through other subjects such as PE, food technology, RS and science. Our school uses bespoke schemes of work devised by in-school specialists and support from the Ealing Health Improvement Team to deliver relationships, sex and health education. Biological aspects of RSHE are sometimes taught within the Science curriculum, and other aspects of sex education are also included in health education. A summary of the curriculum can be found in Appendix 1.

RSHE focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

Sex education is covered in PSHE lessons (within the wider citizenship department curriculum) and within the national science curriculum.

Delivery:

RSHE is not delivered in isolation but firmly embedded in several curriculum areas e.g., ICT, PE, RS and science, as well as citizenship and PSHE. This includes lessons on how young people keep themselves and their bodies' safe and what to do if they are worried about any changes to their body.

RSHE will usually be delivered by a member of school staff, but external guests may be invited into school at the Headteachers discretion.

RSHE is usually delivered in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups.

RSHE will be assessed as part of the wider citizenship and PSHE curriculum.

Staff are aware that views around RSHE related issues are varied. However, while personal views are respected, all RSHE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils can form their own, informed opinions but also respect others that may have a different opinion.

Both formal and informal RSHE questions arising from pupils are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Designated Safeguarding Lead if they are concerned.

The following are protocols teachers follow for discussion ('ground rules')

- No one (teacher or student) will have to answer a personal question
- No one will be forced to take part in a discussion
- Only correct/agreed names for body parts will be used
- Meanings of words will be explained in a sensible and factual way
- The use of a question box may help to lessen embarrassment of asking questions
- Teachers may use their discretion in responding to questions and may say (for example):
 - The appropriate person to answer that question is your parent/carers
 - The question can be discussed one to one after class
 - The topic will be covered at a later stage in their Relationships Education

Mr McNamara as Subject Leader for citizenship & PSHE is the member of staff who monitors the implementation of RSHE. This monitoring is done through book scrutiny, lesson observations, pupil conferencing sessions and staff focus groups.

RSHE is assessed and evaluated by **department reviews and regular training sessions.**

Training:

Staff within the relevant subject departments are given appropriate training in the specific delivery of their subject's part of RSHE as part of their induction and this is included in our continuing professional development calendar.

The Headteacher may also invite visitors from outside the school, such as school nurses or the Ealing Health Improvement Team to provide support and training to staff teaching RSHE.

7. Child protection

Although the legal age of consent is 16 years old, there are young people who are sexually active under the age of 16.

There are procedures in place for pastoral and designated safeguarding staff under safeguarding protocols to follow if they discover that a pupil is sexually active. Brentside High School takes into consideration the Fraser Guidelines and liaises closely with other professionals e.g., school nurse/other external professionals to ensure their procedures complement the confidentiality policy of the school.

With respect to child abuse and protection procedures, staff will follow the school's child protection policy, as directed by the Designated Safeguarding Lead (DSL) who is the designated member of staff to be contacted regarding the child protection procedures to be followed, including how and when parents/carers are involved if a child protection issue does arise.

Staff will also be referred to the following guidance:

DfE's 2021 document on 'Keeping children safe in education' - statutory guidance for schools and colleges – <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Working together to safeguard children 2018 –

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

8. Partnership with parents/carers

The school views parents/carers as partners in the delivery of relationships education. Parents/carers are informed about the RSHE programme at appropriate intervals within the academic year as part of information provided on what their children will be learning. Curriculum plans are also available via the school website.

The school will, where possible, liaise with parents/carers through:

- RSHE workshops
- Newsletters
- School website

The school encourages parents/carers to take an active interest in the curriculum and welcomes questions which can be discussed with the Subject Leader for citizenship and PSHE or the Headteacher, PSHE lead or the child's class teacher and are able to view materials if they would like to. This policy will be available on the school website for parents/carers to view.

Right to withdraw

Parents/carers have the right to withdraw their child from the non-statutory components of sex education within RSHE up to and until three terms before the child turns 16 years of age. After this point, if the child wishes to partake in sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing and addressed to the Headteacher, details for which can be found in Appendix 3.

If you withdraw your child from sex education lessons, the school cannot guarantee that your child will not hear about the content of lessons from other pupils e.g., in the playground, or walking home from school. By withdrawing children from sex education lessons, students may inevitably try to seek the information from elsewhere e.g., friends, siblings, the internet. These sources of information are often incorrect and unreliable and can expose children to information which is not appropriate for their age.

A copy of withdrawal requests will be placed in the student's educational record. The Headteacher will discuss the request with parents/carers and take appropriate action. The Headteacher, or other designated member of staff, will meet with parents/carers to discuss any request to withdraw and share materials with parents, with a view to then discussing aspects that parents can and cannot withdraw their child from.

In the event of a child being withdrawn from a lesson, that child must stay in school and will be assigned to another class until that specific lesson is over.

9. Roles and responsibilities

The Governing Body

The governing body will approve the RSHE policy and hold the Headteacher to account for its implementation.

The Governing Body has delegated the approval of this policy to the relevant committee, and the Headteacher.

The Headteacher

The Headteacher is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSHE (see Appendices 1 and 3).

Citizenship, PSHE and RSHE Lead

This member of staff will have responsibility for overseeing the planning, staff training, and review of the RSHE curriculum. They will ensure staff are consistently delivering RSHE as set out in this policy.

Staff

Staff are responsible for:

- Delivering RSHE in a sensitive and non-biased way
- Modelling positive attitudes to relationships education
- Monitoring progress
- Responding to the needs of individual students
- Ensuring ongoing CPD is in place to keep up to date with policy and practice regarding RSHE

Staff do not have the right to opt out of teaching relationships education. Staff who have concerns about teaching RSHE are encouraged to discuss this with the Headteacher. All staff teaching and assisting in the delivery of the RSHE curriculum will be given update training annually, in line with guidance, to ensure that there is a constant focus on quality of provision and adequate training where applicable.

Students

Students are expected to engage fully in RSHE and, when discussing issues related to relationships education, treat others with respect and sensitivity.

Students are encouraged to share feedback on RSHE provision and follow procedures for safeguarding and disclosure reporting.

Parents/carers

Parents/carers are expected to model the positive relationships that students are taught in school. Parents/carers are encouraged to support their child's learning through their awareness of the RSHE curriculum and when topics are being taught. In the case of a parent/carer wishing to withdraw their child from Sex Education, they must follow the guidance as set out in this policy and attend a meeting with the Headteacher before the decision is finalised.

Signatures:

.....
Headteacher

.....
Governor

.....
Citizenship & PSHE Subject Lead

Appendix 1: Curriculum Map

Subject: Citizenship and PSHE

Year group: 7

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Introduction to school Personal organisation	Types of government Role of UK government Role of UK parliament	Introduction to taxation Introduction to budgeting	Introduction to puberty Girls' puberty Boys' puberty	Importance of work Dream jobs (presentations)	Bringing about change What makes a successful campaign
Human rights What are human rights The universal declaration of human rights	How laws are made Voting and elections	Introduction to budgeting	Emotional development	What employers want Skills and qualities Introduction to rights at work	Primary and secondary research
Conflicting rights Rights violations	Democratic involvement in society	Bank accounts	Body image	Interview skills	Campaign methods Advocacy (presentations)
Bullying	Online safety	Credit and interest rates			
Assessment	Assessment	Assessment	Assessment	Assessment	Assessment
Classwork 6-mark question and exam answer plan	Classwork 15-mark question	Homework Quiz	Classwork Internal assessment	Classwork Internal assessment	Classwork Presentations

Subject: Citizenship and PSHE**Year group: 8**

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Organisation and study skills	Purpose of laws Government What is crime Age of criminal responsibility	Introduction to taxation	Introduction to puberty Girls' puberty Boys' puberty	Drugs and substances awareness Types of drugs: pharmaceutical and narcotic Effects of drugs on society	Belonging to a community British identity and values
Fairness and equality The Equality Act Stereotypes, prejudice and discrimination	Young people and the law Punishment Youth justice	Introduction to budgeting	Emotional development	Smoking awareness Alcohol awareness Drugs, tobacco and alcohol: the law Substance harm	Change in communities Community problems and solutions Who does what in the local community
Gender equality Positive discrimination	Online safety	Bank accounts Credit and interest rates	Body image		Research project on local issues
Assessment	Assessment	Assessment	Assessment	Assessment	Assessment
Classwork 15-mark question and exam answer plan	Classwork 12-mark question	Classwork Test and 10-mark question	Classwork Internal assessment	Homework 15-mark question	Homework Research project

Subject: Citizenship and PSHE**Year group: 9 (Core, non-GCSE)**

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Criminal and civil law Courts and sentencing	Identity Discrimination and the law Diversity and tolerance Community cohesion	Community Exploring British society Religious diversity Social and economic migration and effects of migration	*Relationships and sex education: healthy and unhealthy relationships Consent Self esteem Sexuality, gender and discrimination	*Relationship and sex education: different types of contraception Sexually transmitted infections (STIs)	Sexuality Forced marriage Female genital mutilation (FGM) Honour crimes
Human rights Legal and political rights Development of rights: Magna Carta, UDHR, ECHR, HRA 1998	Rights in the workplace Consumer rights	Local government Services and funding	Role of parliament Sources of law		Online safety and harm Drugs and substances awareness Effects of drugs on society Smoking awareness Alcohol awareness Drugs, tobacco and alcohol: the law substance harm

NB: Core classes in Year 9 are not assessed and are part of the wider enrichment programme for students who study RS for GCSE that delivers important parts of the statutory curriculum at Key Stage 4 (KS4).

Subject: Citizenship and PSHE**Year group: 9 (GCSE)**

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Introduction to GCSE Study skills Theme A: living together in the UK	Theme A: Living together in the UK	Theme A: Living together in the UK	Relationships, sex and health education	Theme B: Democracy at work in the UK	Theme B: Democracy at work in the UK
Community Exploring British society Religious diversity Migration Social and economic effects of migration Identity	Human rights Legal and political rights Development of rights: Magna Carta, UDHR, ECHR, HRA 1998 Conflicting rights Should HRA be scrapped?	Rights in the workplace Consumer rights Local government Services and funding Local problems and solutions	Healthy and unhealthy relationships Consent Self esteem Different types of contraception Sexually transmitted infections (STIs) Sexuality and gender discrimination	Political parties Elections and voting Voting systems Forming a government Types of government (First Past the Post [FPTP] v Proportional Representation [PR])	House of Lords: Elected v unelected The constitution Role of the monarchy Role of the judiciary government across the four nations of the UK Devolution Taxation and government spending the budget
Discrimination and the law Diversity and tolerance Community Cohesion		Theme A: synoptic overview	Forced marriage Female genital mutilation (FGM) Honour crimes Online safety and harm	Westminster Role of parliament The Queen's speech scrutiny Making law Sources of law	Theme B: synoptic overview
Assessment	Assessment	Assessment	Assessment	Assessment	Assessment
Classwork 15-mark question and exam answer plan	Homework 12-mark question	Classwork Theme A test	Homework 15-mark question	Classwork Internal assessment	Classwork Theme B test

Subject: Citizenship and PSHE**Year group: 10 (GCSE)**

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme D: power and influence	Theme D: power and influence	Theme C: law and justice	Theme C: law and justice	Themes A – D	Themes A – D synoptic overview *Relationships, sex and health education
Citizen participation Social media	Role of the media and free press Media rights and responsibilities	Role of the law Principles of the law Sources of law Civil and criminal law youth justice	Sentencing aims Sentencing types The criminal justice system in England and Wales	Themes A – D: synoptic overview	Themes A – D: synoptic overview
Interest and pressure groups Charities Non-governmental organisations	UK's role in the world Global issues and rights	Crime and society	Roles within the legal system Volunteer roles within the law		Self esteem Forced marriage Female genital mutilation (FGM) Honour crimes
Trade unions Tribunals	Theme D: synoptic overview	Legal case studies Courts and tribunals	Theme C: synoptic overview		Contraception Sexually transmitted infections (STIs) Sexuality, gender and discrimination Drugs, substances and alcohol Online harm
Assessment	Assessment	Assessment	Assessment	Assessment	Assessment
Classwork 12-mark question and exam answer plan	Classwork Internal assessment	Homework 15-mark question	Classwork Theme C and D test	Classwork Theme E test	Classwork Internal assessment

***Much of the RSHE curriculum in Year 10 will, where possible, be delivered in conjunction with accredited external providers via an Applied Learning Day in Summer 2.**

Subject: Citizenship and PSHE**Year group: 11 (GCSE)**

Autumn 1	Autumn 2	Spring 1	Spring 2
Theme E: taking citizenship action	Themes A – E: synoptic overview 1	Revision Theme A and B: synoptic overview 2	Revision Themes C, D and E: synoptic overview 3
Identifying an issue Initial research Different points of view	Identity and community Migration pros and cons Rights and their origins Central and local government Getting elected Constitutional change	Mock exam analysis	Theme C: case studies and exam question practice
Theme E: synoptic overview	Role of taxation Types, sources and principles of law Criminal justice Britain and the world The media Democratic involvement and action	Theme A: case studies and exam question practice Theme B: case studies and exam question practice	Theme D: case studies and exam question practice
Presentations of Theme E project	Answering 6 and 12-mark source questions Answering 10 and 15-mark questions		Debates and presentations Exam technique
Assessment	Assessment	Assessment	Assessment
Classwork Theme E test	Classwork Internal assessment Mock exams	Homework 15-mark question	Classwork Internal assessment Mock exams

Subject: Citizenship and PSHE**Year group: 12 (Core)**

Autumn 2021	Spring 1 2022	Spring 2 2022	Summer 2 2022
Preparation for Sixth Form: six lessons	Issues in modern Britain: five lessons Careers – employer visits	Relationships, sex and health education: six lessons	Personal finance: six lessons
Lesson 1: study skills (note taking) Lesson 2: study skills (mind mapping) Lesson 3: study skills (memory techniques) Lesson 4: study skills (presentation skills) Lesson 5: study skills (presentation skills) Lesson 6: study skills (overview)	Lesson 1: race and equality Lesson 2: gender and inequality Lesson 3: gender and inequality presentations Lesson 4: employer visit preparation Lesson 5: employer visit presentations Lesson 6: income inequality Lesson 7: representation in modern Britain	Lesson 1: healthy and unhealthy relationships Lesson 2: consent and the law Lesson 3: self-esteem, body image and confidence Lesson 4: crime and personal safety Lesson 5: road safety Lesson 6: safety elsewhere – on water, travelling abroad	Lessons 1 – 3: basic first aid Lesson 4: budgeting and paying bills Lesson 5: bank accounts, credit and interest rates Lesson 6: employment rights and responsibilities
All lessons begin with a current affairs quiz and discussion on a topical news item.			

Subject: Citizenship and PSHE**Year group: 13 (Core)**

Autumn 2021	Spring 1 2022	Spring 2 2022	Summer 2 2022
Preparation for post-18: seven lessons	Issues in modern Britain: five lessons	Relationships, sex and health education: six lessons	Personal finance: six lessons
Lesson 1: introduction to Year 13 citizenship and post-18 pathways Lesson 2: CVs, cover letters and personal statements Lesson 3: CVs, cover letters and personal statements (computer room) Lesson 4: what employers and universities want Lesson 5: future career paths Lessons 6 and 7: interview skills	Lesson 1: race and equality Lesson 2: gender and inequality Lesson 3: gender and inequality presentations Lesson 4: income inequality Lesson 5: representations in modern Britain	Lesson 1: healthy and unhealthy relationships Lesson 2: consent and the law Lesson 3: self-esteem, body image and confidence Lesson 4: crime and personal safety Lesson 5: road safety Lesson 6: safety elsewhere – on water, travelling abroad	Lessons 1 – 3: basic first aid Lesson 4: budgeting and paying bills Lesson 5: bank accounts, credit and interest rates Lesson 6: employment rights and responsibilities
All lessons begin with a current affairs quiz and discussion on a topical news item.			

Explanatory notes	<p>Core groups are those classes that are not examined and are instead taught as part of the curriculum enrichment. At KS4 (Years 9 – 11), approximately half of the year group take GCSE citizenship studies and the other half take GCSE RS.</p> <p>In Year 9, the half that take the RS GCSE still have one fortnightly citizenship lesson.</p> <p>At KS5 (Years 12 – 13), all students have one fortnightly citizenship lesson.</p>
Key terms	<p>RSHE: relationship, sex and health education</p> <p>PSHE: personal, social and health education</p> <p>RS: religious studies</p> <p>PE: physical education</p>
Key skills	<p>Skills developed through the year include advocacy skills, debating skills, presenting balanced arguments, using source materials and presentation skills.</p>
Content in other subjects	<p>Various elements of the curriculum will be delivered or augmented via other subjects such as RS, food technology, PE and science.</p>
Whole school content	<p>Various elements of the curriculum will also be delivered or augmented via year assemblies, tutor time activities or Applied Learning Days.</p>
RSHE additional information for parents/carers	<p>If any parent/carer would like additional information on the content, resources or lessons related to RSHE lessons, or in relation to the policy itself, such as withdrawing a child, they can request this by emailing info@brentsidehigh.ealing.sch.uk and marking it for the attention of the subject leader for citizenship and PSHE.</p>
GCSE course information	<p>GCSE Citizenship Studies 1CS0.</p> <p>Exam Board: Edexcel</p> <p>Paper 1 50% of Final Grade 1 hour 45 Minutes.</p> <p>Paper 2 50% of Final Grade 1 hour 45 minutes.</p> <p>Recommended revision textbook: <i>Citizenship Studies: Revision Guide & Workbook</i></p> <p>Graeme Roffe ISBN: 9781292268163 £9.99</p>

Appendix 2: FAQs for Parents/Carers on RSHE at Brentside High School

The following questions are for reference only. For further information regarding RSHE, parents/carers are encouraged to speak to the RSHE lead in the school.

What is 'RSHE'?	RSHE stands for Relationships, Sex and Health Education. It was previously referred to as sex and relationships education but updates to the guidance in 2019 have seen a change with relationships education becoming a priority and health education also being included.
What topics are taught in RSHE?	<p>Relationships and sex education includes:</p> <ul style="list-style-type: none"> • families • respectful relationships, including friendships • online media • being safe • intimate and sexual relationships, including sexual health <p>Health education includes:</p> <ul style="list-style-type: none"> • mental wellbeing • internet safety and harms • physical health and fitness • healthy eating • drugs, alcohol, and tobacco • health and prevention • basic first aid • changing adolescent body
What is the purpose of teaching RSHE?	We want all children to grow up healthy, happy, safe and able to manage the challenges and opportunities of life in modern Britain. These subjects are designed to equip your child with knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life.
Is RSHE compulsory?	Yes, RSHE is compulsory at secondary school level. Relationships and health education is compulsory at primary school level.
How is my child taught RSHE in school?	RSHE is taught through a cross curricular model at Brentside High School. This includes lessons in citizenship, religious studies, ICT, PE and food technology, as well as tutor time and assemblies.
What resources are used in lessons, and can I see them before they are taught?	Resources are devised by subject specialists and external agencies such as the PSHE association. The school also work with the Ealing Health Improvement Team to devise bespoke resources. Parents/carers may wish to see a sample of resources related to sex education; this can be arranged, at the discretion of the RSHE lead.
Are girls and boys taught the same thing?	The vast majority of content is delivered in mixed gender classes. On occasions, where it is appropriate to deliver content to single gender classes, the school reserves the right to do so.

Are staff trained to deliver RSHE?	Staff receive regular CPD sessions and staff training on RSHE. This is delivered internally and by external agencies. The school works closely with the Ealing Health Improvement Team to support staff in the planning, delivery and evaluation of RSHE.
Is my child assessed in RSHE?	RSHE is not an accredited assessed area of study. Formative assessments are used at appropriate times of the academic year to measure student's knowledge and progress in this area which is used internally.
I do not wish my child to learn about LGBTQ+ relationships	Relationship education is a statutory requirement and students are taught about relationships in an inclusive way within the relationship's curriculum. Sexual orientation, gender and sex reassignment are protected characteristics under the Equality Act so will be taught within the curriculum.
What if lessons content is not in line with my religious beliefs?	Students are provided with content in an impartial and non-biased way. RSHE teaching is not taught to challenge religious belief, but provide scientific, factual, and impartial information. Religion, as a protected characteristic, is respected and acknowledged where appropriate, for example, in religious studies and citizenship lessons.
Can I withdraw my child from RSHE?	Parents/carers may only withdraw their child from sex education classes up to three terms before the child's 16 th birthday. The process for withdrawal is made clear within the 'requesting a child is withdrawn' statement and flowchart in Appendix 3. Relationship and health education is a statutory element of the curriculum, alongside any elements of sex education taught as part of the science national curriculum.
Who do I speak to if I have further queries regarding RSHE?	Parents/carers are encouraged to speak to the Subject Leader for citizenship and PSHE who has direct responsibility for RSHE. The named staff member is Mr McNamara . Mr McNamara can be contacted by emailing s.mcnamara@brentsidehigh.ealing.sch.uk .

Correct as of 28 January 2022

Appendix 3: Requesting a Child is Withdrawn

From September 2020, the Department for Education made relationships, sex education and health education compulsory in all secondary schools.

Relationships and health education are statutory subjects which a child cannot be withdrawn from. These subjects include much of the content required to be taught within the RSHE statutory guidance including healthy relationships, online and offline safety and positive health and wellbeing.

Parents/carers may request that a child is withdrawn from some or all aspects of sex education which are taught as part of the compulsory RSHE curriculum. Parents/carers may not withdraw their child from sex education lessons taught as part of the national science curriculum which includes puberty, reproduction, conception, and viral infections.

As stated in the statutory guidance, a parent/carer who wishes to withdraw their child from sex education as part of RSHE, may only do so up to three terms before the child's 16th birthday. At this stage, if a child wishes to participate in sex education lessons, then they will be granted the decision to do so.

Parents/carers who are requesting to withdraw their child from sex education classes should follow the protocols below. Failure to do so may result in a child's continued participation.

Process	Rationale
1. All parents/carers are requested to review the RSHE policy for Brentside High School and the FAQ sheet provided.	The policy sets out the rationale for teaching RSHE in school and provides detail on how and what is being delivered.
2. Parents/carers who have concerns over RSHE are invited to raise these with the subject leader for RSHE, Mr McNamara via telephone or email, details for which are in the FAQ document (Appendix 2) and on the school website.	The subject leader for RSHE will be able to address initial concerns or queries from parents/carers. Parents/carers may request to see a sample of resources shown to students to better understand the nature of delivery.
3. If a parent/carer wishes to continue with the process of withdrawal from sex education, a letter addressed to the Headteacher should be provided.	This letter should address the parents/carers rationale for withdrawing their child from sex education. It should include information on how information on this topic will be provided alternatively for their child.
4. The Headteacher will invite the parent/carer for a meeting to address the concerns and discuss which elements of sex education the parent is requesting their child to be withdrawn from.	The Headteacher will discuss with the parent/carer the benefits of receiving this important education and any detrimental effects that withdrawal may have on their child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peer's version of what was said in the classes, rather than what was directly said by the teacher.
5. A formal agreement will be reached, and a record of the process will be kept on the school system. When the agreed lessons of withdrawal are being taught,	The agreement on the lessons the student may be withdrawn from will be upheld until three terms before their 16 th birthday. Participation in sex education classes after

the student will be removed from the class and given an alternative place to work for that lesson.	this point will be at the discretion of the student.
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Correct as of 28 January 2022

Appendix 4: Student Focus Groups held on 13 December 2021 Bretnside High School RSHE Policy Review

Context:

Four mixed gender focus groups were held with students in Years 7, 9, 10 and 12 to seek their views on relationships, sex and health education (RSHE) provision.

Students were asked to sort 16 statements into the topics of relationships, sex or health education to gain insight into how they felt topics should be categorised within RSHE. These topics were taken as an overview of the RSHE statutory guidance 2019. Topics categorised as relationships and health education are statutory under the RSHE guidance. Topics categorised as sex education are topics that parents/carers may withdraw their child from, up to three months before the child's 16th birthday. After this point, it is at the child's discretion whether or not they participate.

Students were also asked when they believed topics should first be taught, in terms of the time when topics become relevant to student needs yet are also age appropriate. Students agreed that topics should be revisited in more depth as they progress through school, but also indicated when these lessons should first begin to be taught, based on their experience.

- Data in **red** indicates responses from Year 7
- Data in **blue** indicates responses from Year 9
- Data in **green** indicates responses from Year 10
- Data in **orange** indicates responses from Year 12

	Relationship	Sex	Health	Relationship and Health	Relationship and Sex	Sex and Health	Year Group it should first be taught
1. Different types of committed and stable relationships	7 9 10 12						7 7 7 7
2. Characteristics of positive and healthy relationships (in all contexts- friends, family and online)	7 9 10 12						7 7 7 7
3. Facts about puberty and the changing adolescent body			7 9 10 12				7 7 7 7
4. Facts about reproduction and reproductive health (including fertility and conception)		7	12			9 10	9 9 9 8
5. Recognising signs of unhealthy relationships (Including behaviour within relationships which is criminal or coercive.)	12			7 9 10			8 8 8 8
6. Staying safe online (including rights and responsibilities online, digital privacy and data collections, risks of sharing personal information)	7			9 10 12			7 9 7 7
7. Use of alcohol and drugs on increasing risky behaviour			7 9 10 12				8 8 9 9
8. Laws relating to consent, harassment and domestic abuse	7		10	9 12			8 8 9 8
9. Impact of viewing harmful content online (Including sexually explicit images and pornography)						12 7 9 10	7 8 7 8
10. How to communicate and recognise consent and how consent can be withdrawn	7 9 10 12						7 7 8 8
11. Identifying and managing sexual pressure and the ability to enjoy intimacy without intercourse.	7 9 12			10			9 9 9 9
12. Facts around forced marriage, honour-based violence and FGM	7		12	9 10			7 8 7 7
13. Facts about the range of contraception choices		7 9 10		12			8 9 9 9
14. Laws and impact of taking or sharing indecent images online (Includes sexting or sending indecent images)	9 12		7 10				7 8 8 8
15. Facts about pregnancy, miscarriage and the options regarding pregnancy			9 12			7 10	9 9 10 9
16. Facts around sexually transmitted infections (Including what they are, how risk can be reduced and how they are treated)			7 10	12		9	9 9 9 9

General findings and quotations from students follow the table.

Year 7 – General findings

Students felt mental health and wellbeing were well covered in form time.

They felt other important topics to be covered were:

- Health
- Careers
- Gender and inclusion
- LGBTQ+ people
- Power between people
- Friends and family
- Unhealthy relationships
- Consent and sexual harassment (perception of stranger danger, rather than peer to peer concerns)

Students felt family and friend relationships were important in Year 7 and how these change over time. Miscarriage as a sensitive family topic was discussed; one student recalled 'I thought I would get a sibling', and the impact this had on their mental health that they didn't, after which, they didn't speak to anyone at school about this at the time.

Students mainly felt they learnt about relationships online, including through YouTube and social media. Students described some people finding pornography 'interesting' and the limited restrictions when searching for things online. Due to their increasing age, they have more access to smartphones, more time alone in the home and social media websites often lead them to links which have pornographic material, even if they haven't searched for it themselves or don't want to view it.

Students in Year 7 described the pressure they feel to educate younger peers and siblings on how to use social media safety, including not talking to strangers.

Year 9 – General findings

Students saw themselves as mature enough to handle much more sensitive RSHE topics now, including about intimate relationships.

Students reported that they felt teachers' perceptions of them were that they were 'too immature' to handle discussions and so avoided them. They also felt that some topics were considered common sense, so ended up not being taught at all. Both approaches were, in their view, not helpful in equipping them with the knowledge they needed.

Students reported receiving different lessons depending on their classes and the subjects they had chosen. For example, around cyber bullying, as well as between religious studies and citizenship lessons. This meant students felt they had gaps in their knowledge and were not all receiving the same lessons if they made different GCSE subject choices.

Students saw the impact of COVID on their PSHE education as a problem. They felt catching up with topics should be a 'priority' as Year 9 was a 'big year in terms of development, hormones and relationships'.

Pornography was raised again by students, stating that parents/carers don't talk about it and by Year 9, may people resort to it as a form of sex education because they aren't talking enough about RSHE in school. When asked, only some students could see a problem with this and it seemed very normalised, especially amongst the boys in the group.

Year 9 qualitative feedback

Where (M) is used, multiple students recorded this.

'We need to know how to actually have healthy relationships.' (M)

'Appropriate and inappropriate behaviour in relationships and with friends.'

'The laws to do with relationships and sex.'

'We need to know more about STI testing and awareness, and HIV.' (M)

'RSHE should be its own lesson once a week.' (M)

'RSHE should be more inclusive and talk about LGBTQ+ and disabled people.' (M)

'RSHE should be separate. We can talk about consent in citizenship, but with sexual things, it should be a separate lesson. Maybe a new lesson could be introduced.'

'Workshops and people coming to talk about it would help.'

'We should get a whole week of RSHE to catch up, e.g., workshops and professionals coming in.'

'Every year group – Years 7 to 11 should spend one week a year on education about PSHE and RSHE with professionals and workshops.'

'Workshops where we have a chance to talk and learn about harmful relationships too.'

'We should learn it before the school holidays as its more about real life and things that happen in the real world.'

'RSHE is definitely not covered enough, and sexual harassment, rape and non-consent should be elaborated on. At least once a week.'

'I wish I had more RSHE to actually be more educated.'

Year 10 – General findings

Students in Year 10 could recall learning about RSHE topics more than they did in Years 7 and 9, showing that RSHE was being taught more overtly between Years 9 and 10. Students had seen the impact of COVID and showed a desire to catch up on missed learning.

Disparity remained in what topics had been taught. For example, students in citizenship had studied consent and students in RS had covered contraception. These topics were taught out of the context of relationships and did not show the connection between consent and contraception.

When studying consent in citizenship, students felt it covered the law well, but used scenarios such as sexual harassment in the workplace, which did not necessarily provide a context that was relevant to young peoples' relationships today.

When studying contraception in RS, students felt it came from a religious viewpoint and was again, not pitched in a way that made it feel applicable to everyday life. Students reported that it was not LGBTQ+ inclusive, nor did it demonstrate how to use contraception methods such as a condom. It was factual, 'we just filled in a table, like this is what it is' and 'this is the religious point of view'.

Students felt that RSHE topics can be covered and recapped in subjects like citizenship, RS and biology, but they should be covered in separate RSHE lessons to ensure that everyone learns about all topics and in the context of real-world situations that young people face now. Students were keen on the use of external speakers, as students felt they could be 'more open because you never have to see them again'.

Year 10 qualitative feedback

'We should learn about these topics more, not just in one biology or citizenship lesson'.

'Explain things to us about relationships and health, not just sex, as you learn that as you grow up anyway'.

'Not much PSHE has been covered since early Year 9'.

'We have a lack of advice and information on puberty, relationships and our health'.

'There are no lessons where PSHE topics are covered in the same way'.

Year 12 – General findings

Students could recall an array of topics being taught before Year 12 but felt there was a lack of provision in sixth form when RSHE becomes even more relevant to students' experiences. They would like to see regular opportunities to discuss topics, such as RSHE and mental health in mixed gender groups. They stated the preferences for group work and discussions in learning about RSHE rather than lessons which are solely factual, i.e., contraceptive strengths and weaknesses, as this detaches the topic from their lived experience.

Students felt greater sensitivity could be made when teaching issues of consent and female genital mutilation (FGM). There was a lack of preparation for these subjects, so some students didn't take this seriously. When teaching about consent, some students felt it was targeted at girls who need to protect themselves, i.e., what not to wear or protecting your drink, rather than a wider debate around gender, sexuality and violence against women and girls (VAWG). Students overall wanted to see greater inclusivity of these topics at all stages. Looking additional at topics they would also like to see covered through KS4 and KS5 were social media, pleasure, masturbation, pornography, and LGBT inclusivity.

Students were passionate about increasing mental health support and provision, especially in sixth form, as they felt more could be done to support them which would promote better academic results and help support their relationships. Students would like to see more opportunities for student voice, so they feel valued and feel they are making contributions towards improving provision for all students.

Year 12 qualitative feedback

'My Year 7 – 11 sex education was insufficient and stigmatised, leading me to discover information on my own using the internet'.

'Sex education should be taught in an inclusive way, including masturbation, abortion, gender and consent as well as a significant focus on mental health'.

'Sex education should be taught progressively. More innocent and general topics like bullying should be taught in Years 7 and 9. More serious topics about sex and sexual intimacy should be taught in Year 9 onwards.'

'RSHE should be much more conversational, and opinions should be welcomed, especially on topics like abortion. Hearing just one view makes individuals rather narrow minded and we should be able to consider other peoples opinions, and agree, disagree or change our ways.'

'RSHE needs to be more engaging and taught through more activities and discussions etc.'

'Students should not be made to feel that their wrong decisions will be the end of the world, they should be taught about options and given more than one point of view.'

'More information on mental health is needed, within relationships too.'

'In younger year groups, sex education should be integrated into other subjects like citizenship and biology to make it more appropriate.'

'Please introduce one to one counselling sessions with an experienced psychologist with whom you can book an appointment. This would benefit mental health and overall create better relationships and education.'

'Use group discussions in RSHE to prompt discussion, use hypothetical scenarios so it's more real and people can discuss, write down their thoughts.'

'Those aged 13 to 15 should be overtly taught about the range of contraception methods as they likely have already been exposed to information online.'

'Priorities should be the emotional aspect of forming relationships from the age of 13 as this is the hardest part of the relationship to go through.'

'Online behaviour needs to be covered, including radicalisation.'

Overview

Students showed general agreement on the year group that topics should be first taught in, as seen in the table above. Reviewing PSHE/RSHE schemes of works to ensure these topics are taught first during this year group will best meet students identified needs.

Topics identified and potentially to be classified as sex education including reproduction, pornography and sexually transmitted infections.

Reproduction is a topic covered under the science curriculum and is therefore statutory for all students to learn. It is usually first taught in Year 7 biology, therefore, discussions relating to reproduction covered in PSHE may be viewed as health education.

Students viewed the widespread availability and access online to pornography as an important topic to be covered from Year 7 onwards. Students in Year 7 did note that the word 'pornography' itself may seem daunting and more sexual in nature than what the lessons needed to be. It would be under staff and parental consultation to decide whether lessons on pornography were considered sex education and something students can be withdrawn from.

Students were not in agreement on the categorisation of sexually transmitted infections as either sex or health education. Therefore, further discussion amongst staff and parents/carers should be considered before the decision on the categorisation is made. Students across the year groups agreed that contraception was health education and not something students should be withdrawn from.

Themes emerging

1. **Time** – students make clear that they want to see more time dedicated to RSHE in the school curriculum.
2. **Delivery** – students were interested in the use of professional external speakers to support RSHE delivery. In class they wanted more discussion and practical real-world examples.
3. **Catching up** – students identified that due to COVID, they felt they had missed lessons and had gaps in their knowledge.
4. **Inclusivity** – students wanted to see a greater focus on LGBTQ+ inclusion, issues of gender and disabled inclusion.
5. **Mental health** – students wanted RSHE lessons to support them in building healthy relationships which could support their mental health. They also explicitly asked for teaching on how unhealthy relationships lead to poor mental health.