



Trinity RSE and Health Education Policy 2023

Content

- Review date
- DFE Guidance on Relationship and Sex Education at secondary level
- Parental Right of excusal – secondary
- Subject content, how it is taught and who is responsible
- How the subject is monitored and evaluated
- PSHE including SRE Year Plan

Review Date: July 2023

Reviewed by: Mr E Williams, Assistant Headteacher

Next Review: July 2026

DFE Guidance on Relationship and Sex Education at secondary level

This document is in line with statutory guidance from the Department for Education issued June 2019 “Relationships education, Relationships and Sex education and Health Education”

The DFE document shares the rationale of an RSE programme which is:

‘To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.’

Other key things to note from the guidance are:

‘The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.’

Parental right of excusal – secondary

DFE Guidance: ‘This guidance also sets out both the rights of parents/carers to withdraw pupils from sex (but not relationships) education and the process that head teachers should follow in considering a request from a parent. Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.’ Parents should make a written request for excusal to the Headteacher. Before granting any such request the head teacher will discuss the request with the parent and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.

Curriculum Content

In addition to developing the knowledge on topics specified for Primary, the following content, which is delivered with age appropriateness in mind, should be covered by the end of secondary:

Pandemic Response: Activities and units of work are adapted to remain running and accessible to all in the event of a pandemic situation so that learning continues.

Topic	Content description	How it is taught
Families	Pupils should know <ul style="list-style-type: none"> • 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 and civil partnerships are, including their legal status e.g. that marriage and civil partnerships carry 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 the raising of children. • how to: determine whether peers, adults or sources of information are trustworthy, judge when a family, friend, intimate or other relationships is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed. 	PSHE Sessions RE lessons Whole school and year group worship presentations Family Group Time curriculum ICT lessons
Respectful relationships, including friendships	Pupils should know <ul style="list-style-type: none"> • the characteristics of positive and healthy friendships (both on and offline) including: trust, respect, honesty, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship. • 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 tolerance and respect to others and others' beliefs, including people in positions of authority. • 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. 	PSHE Sessions RE lessons Whole school and year group worship presentations ICT lessons

<p>Online and media</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply online and offline. • 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 often 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 against the law. • how information and data is generated, collected, shared and used online. 	<p>PSHE Sessions</p> <p>Whole school and year group worship presentations</p> <p>Family Group Time curriculum</p> <p>ICT lessons</p>
<p>Being safe</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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 (on and offline). 	<p>PSHE Sessions</p> <p>ICT Curriculum</p>
<p>Intimate and sexual relationships, including sexual health</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship. • that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing. • the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women. • that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. • that they have a choice to delay sex or to enjoy intimacy without sex. • the facts about the full range of contraceptive choices 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. • how prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment. 	<p>PSHE Sessions</p> <p>RE curriculum</p> <p>Science curriculum</p>

	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.	
National curriculum for science	Maintained schools are also required to teach the national curriculum for science. At key stage 3 and 4 this includes teaching about reproduction in humans, for example the structure and function of the male and female reproductive systems, menstrual cycles, gametes, fertilisation, gestation, birth and HIV/AIDS. There continues to be no right of withdrawal from any part of the national curriculum.	Science lessons
The Law	It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people and some which ensure young people take responsibility for their actions. Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example: <ul style="list-style-type: none"> • marriage • consent, including the age of consent • violence against women and girls • online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.) • pornography • abortion • sexuality • gender identity • substance misuse • violence and exploitation by gangs • extremism/radicalisation • criminal exploitation (for example, through gang involvement or 'county lines' drugs operations) • hate crime • Female Genital Mutilation FGM. 	PSHE Sessions RE curriculum Whole school and year group worship presentations ICT Lessons

Curriculum Map

See below

Monitoring and Evaluation

- Regular revision of SOWs in PSHE, RE and Science in line with national curriculum.
- Collaboration between Character Education lead and SRE lead re curriculum content.
- Student and parent voice.

Physical health and mental wellbeing

The DFE says:

‘The aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing, recognise issues in themselves and others and, when issues arise, seek support as early as possible from appropriate sources.’

Topic	Content description	How it is taught
Mental wellbeing	Pupils should know: <ul style="list-style-type: none"> • 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 issues. • 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 of physical exercise, time outdoors, the benefits of adequate sleep and rest, community participation and voluntary and service-based activities on mental wellbeing and happiness. 	PSHE Sessions Through worship.
Internet safety and harms	Pupils should know: <ul style="list-style-type: none"> • the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online 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 of 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 get support, if they have been affected by those behaviours 	PSHE Sessions ICT curriculum
Physical health and fitness	Pupils should know: <ul style="list-style-type: none"> • 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 	PSHE Sessions PE curriculum

	<p>ill health, including cancer and cardiovascular ill-health, the benefits of adequate sleep and rest.</p> <ul style="list-style-type: none"> About the science relating to blood, organ and stem cell donation 	
Healthy eating	<p>Pupils should know:</p> <ul style="list-style-type: none"> how to maintain healthy eating and the links between a poor diet and health risks, including eating disorders and cancer. 	<p>PSHE Sessions</p> <p>Food Technology curriculum</p>
Drugs, alcohol and tobacco	<p>Pupils should know:</p> <ul style="list-style-type: none"> The facts about legal substances and illegal drugs, including the link between drug use, and the associated risk, including the link to serious mental health conditions. The law relating to the supply and possession of illegal substances. The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood. The physical and psychological consequences of addiction, including alcohol dependency. Awareness of the dangers of drugs which are prescribed but still present serious health risks. The facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so. 	<p>PSHE Sessions</p> <p>Science Lessons</p>
Health and prevention	<p>Pupils should know:</p> <ul style="list-style-type: none"> About personal hygiene, germs (including microbes), the spread, treatment and prevention of infection, and about antibiotics. About dental health and the benefits of good oral hygiene and flossing, including visits to the dentist. (late secondary) the benefits of regular self-examination, including screening. The facts and science relating to immunization 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. 	<p>PSHE Sessions</p> <p>Science curriculum</p>
Basic first aid	<p>Pupils should know:</p> <ul style="list-style-type: none"> basic treatment for common injuries. life-saving skills, including how to administer CPR the purpose of defibrillators and when one might be needed. 	<p>PSHE Sessions</p>
Changing adolescent body	<p>Pupils should know:</p> <ul style="list-style-type: none"> key facts about puberty and the changing adolescent body. the main changes which take place in males and females, and the implications for emotional and physical health. 	<p>PSHE Sessions</p> <p>Science curriculum</p>





RSE and PSHEE

At Trinity, RSE is taught through the PSHEE program of study which is integral to our Personal Development program. PSHEE is taught through our main curriculum, as weekly designated PSHEE lessons and through our half termly Personal Development curriculum days.

Long Term Planning: PSHEE Trinity in line with statutory Relationships education, relationships and sex education (RSE) and health education

	M1 Health & wellbeing	M2 Living in the wider world	L1 Relationships	L2 Health & wellbeing	T1 Relationships	T2 Living in the wider world
Year 7	Transition to secondary school Diet, exercise and how to make healthy choices	Enterprise skills and introduction to careers Challenging career stereotypes and raising aspirations DEMENTIA PROJECT	Diversity, prejudice and bullying including cyber bullying Managing on- and off-line friendships	The risks of alcohol, tobacco and other substances Managing puberty and the issues of unwanted contact and FGM	Self-esteem, romance and friendships Exploring family life	Making ethical financial decisions Saving, spending and budgeting our money
Year 8	First aid and personal safety, focusing on road safety Alcohol and drug misuse and managing peer influence	Rights and responsibilities in the community Tackling age and disability	Tackling racism and religious discrimination, promoting human rights Online safety and digital literacy	Mental health and emotional wellbeing, including body image Identifying learning strengths, setting goals, GCSE options process	Introduction to sexuality and consent Introduction to contraception including condom and the pill	Evaluating value for money in services Risks and consequences making financial decisions
Year 9	Peer pressure, assertiveness and risk, gang crime Dieting, lifestyle balance and unhealthy coping strategies	Understanding careers and future aspirations Managing change and loss	Managing conflict at home and the dangers of running away from home Tackling homophobia, transphobia and sexism	Managing peer pressure in relation to illicit substances Assessing the risks of drug and alcohol abuse and addiction	Relationships and sex education including healthy relationships and consent The risks of STIs, sexting and pornography	Preparation for work experience Understanding the causes and effects of debt
Year 10	Developing study habits Mental health and ill health, tackling stigma	Understanding the risks associated with gambling Evaluation of work experience and readiness for work	Tackling relationship myths and expectations Managing romantic relationship challenges including break ups	Exploring the influence of role models Evaluating the social and emotional risks of drug use	Understanding different families and learning parenting skills Managing change, grief and bereavement	British values, human rights and community cohesion Challenging extremism and radicalisation
Year 11	Promoting self-esteem and coping with stress Learning and revision skills to maximise potential	Understanding the college application process and plans beyond school Skills for employment and career progression	Personal values and assertive communication in relationships Tackling domestic abuse and forced marriage	Health and safety in independent contexts Taking responsibility for health choices	Promoting self-esteem and coping with stress	

