



The Thomas Adams School

Relationships Education, Relationships and Sex Education and Physical Health and Mental Well-Being Policy for Consultation

Outstanding education and care that will allow every young person to reach their potential, regardless of their starting point: Life Opportunities.

Consultation End Date:2024

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Introduction

The 3-18 Education Trust (Trust) believes that in order to create a happy and successful adult life, children and young people need to have the self-confidence to make informed decisions about their wellbeing, health and relationships. Relationships Education and Relationships and Sex Education (RSE) is about giving children and young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. Health Education is giving pupils information to make well-informed, positive choices about their own health and wellbeing. The Trust recognises that physical health and mental wellbeing are interlinked, and it is important that pupils understand that good physical health contributes to good mental wellbeing, and vice versa.

The Trust has a responsibility under the Equality Act 2010 to ensure the best for all pupils at its schools irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, pregnancy, maternity, religion or sexual orientation. As a result, Relationships Education, RSE and Health Education will be sensitive to the different needs of individual pupils and may need to adapt and change over time to reflect the needs of the particular cohort. The Trust may also take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting one group because of a protected characteristic.

The Trust is aware of the need to be mindful of and respectful to a wide variety of faith and cultural beliefs across its schools, and will make every attempt to be appropriately sensitive; equally it is essential that children and young people still have access to the learning they need to stay safe, healthy and understand their rights as individuals. The Trust believes that its pupils deserve the right to honest, clear, impartial scientific and factual information to help better form their own beliefs and values, free from bias, judgement or subjective personal beliefs of those who teach them.

All teaching will be sensitive and age appropriate in approach and content. Each school within the Trust will teach pupils about lesbian, gay, bisexual and transgender (LGBT) and each school will decide when is the appropriate time to teach pupils about this. The Trust will ensure that this content is fully integrated into programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. The Trust will encourage wider pupil awareness of LGBT.

This policy has been developed in consultation with parents, pupils and staff from all schools within the Trust to ensure that it meets the needs of the whole Trust community.

Primary schools are legally required to provide Relationships Education and Health Education only. In line with DfE recommendations, all primary schools in the Trust will also provide a programme of sex education which is tailored to the age and the physical and emotional maturity of the pupils. Parents have the right to withdraw their pupils from the sex education element of the curriculum if they wish to.

The policy will be monitored via classroom observations within each school and via feedback from pupils, staff and parents. It will be for each school to individually determine how this monitoring is recorded.

The policy will be reviewed annually, and parents will be consulted in advance about significant changes.

Aims and Objectives

Through the delivery of high quality, evidence-based and age-appropriate Relationships Education, RSE and Health Education, the Trust aims to help prepare pupils for the onset of puberty, give them an understanding of sexual development and the importance of health and hygiene, create a positive culture in relation to sexuality and relationships and to ensure pupils know how and when to ask for help and where to access support. By the end of their education the Trust hopes pupils will have developed resilience and feelings of self-respect, confidence and empathy in preparation for the responsibilities and experiences of adult life.

Relationships Education, RSE and Health Education are intended to help pupils to:

- Build healthy, respectful relationships focusing on family and friends.
- Understand how to be healthy and be aware of potential risk areas (such as drugs and alcohol).
- Learn about intimate relationships and sex.
- Learn about mental wellbeing.
- Develop key personal attributes, such as kindness, integrity, generosity and honesty.

Definition of Relationships Education and Relationships and Sex Education (RSE)

Relationships Education at primary phase is about teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults and who can support them. It includes how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy, establishing personal space and boundaries.

RSE is lifelong learning about physical, sexual, moral and emotional development. It is about teaching sex, sexuality and sexual health in a way that gives pupils the confidence to make sound decisions when facing risks and other challenges. It includes teaching about friendship, the importance of caring, stable and mutually supportive relationships with another person, and how to control and understand feelings that come with being in a relationship.

RSE does not encourage early sexual experimentation. It teaches children and young people to understand human sexuality and to respect themselves and others, to build self-esteem and understand the reasons for delaying sexual activity so that they can develop safe, fulfilling and healthy sexual relationships, at the appropriate time.

RSE will outline that there are different types of committed, stable relationships, the characteristics and legal status of other types of long-term relationships, the importance of marriage as a relationship choice and why it must be freely entered into, how relationships might contribute to human happiness and their importance for raising children, as well as highlighting the roles and responsibilities of parents with respect to raising children, characteristics of successful parenting and how to judge when relationships have become unsafe as well as how to seek help or advice and report concerns about others.

Roles and Responsibilities

All members of the Trust community are expected to follow this policy. Roles, responsibilities and expectations of each section of the Trust and school community are set out in detail below.

Board of Trustees

Trustees will monitor and evaluate the impact of the policy by reviewing pupils' progress in achieving the expected educational outcomes. They will hold the Chief Executive Officer and Headteachers to account for the implementation of the policy.

The Chief Executive Officer (CEO)

The CEO will ensure that Relationships Education, RSE and Health Education is taught consistently across the schools within the Trust and will report back to the Board of Trustees on educational outcomes. They will ensure that senior staff receive regular professional development training in how to deliver Relationships Education, RSE and Health Education.

Local Governing Body

Local governors in each school will review and monitor the application and implementation of this policy by receiving annual reports from each Headteacher on educational outcomes. Local governors will scrutinise relevant data, review any issues that might arise and act as a point of challenge for decisions taken by the Headteacher. The Local Governing Body will annually report its findings to the Board of Trustees.

Headteacher

Each school Headteacher, with support from their respective Senior Leadership Team, will ensure that staff are supported and up to date with policy changes. They will ensure that Relationships Education, RSE and Health Education is well led, effectively managed and well planned across various subjects (to avoid unnecessary duplication of topics) and that the quality of provision is subject to regular and effective self-evaluation. The Headteacher will ensure that teaching is age-appropriate, delivered in ways that are accessible to all pupils with SEND and that the subjects are resourced, staffed and timetabled appropriately. They will ensure that teaching delivered by any external organisation is age-appropriate and accessible for pupils and will liaise with parents regarding any concerns or opinions regarding Relationships Education, RSE and Health Education provision and will manage parental requests for withdrawal of pupils from non-statutory, non-science components of Relationships Education, RSE and Health Education.

Staff

Teachers of Relationships Education, RSE and Health Education will ensure that they are up to date with school policy and curriculum requirements regarding sex education and will attend and engage in professional development training. Teachers will encourage pupils to communicate concerns regarding their social, personal and emotional development in confidence, listen to their needs and support them seriously. If a pupil comes to a member of staff with an issue that that member of staff feels they are not able to deal with alone, they will take this concern to their line-manager.

Parents

The Trust hopes to build a positive and supporting relationship with parents through mutual understanding, cooperation and trust. Parents are expected to share the responsibility of sex education and support their children's personal, social and emotional development. The Trust hopes parents will create an open home environment where pupils can engage, discuss and

continue to learn about matters that have been raised through school. Parents are also encouraged to seek additional support in this from the school their child attends where they feel it is needed.

Pupils

Pupils are expected to take Relationships Education, RSE and Health Education seriously. Pupils are expected to listen, be considerate of other pupils' feelings and beliefs, comply with class-set confidentiality rules and support one another with issues that arise during class. Pupils who fail to follow these standards of behaviour will be dealt with under the Trust's behaviour policy.

Delivery of Relationships Education, RSE and Health Education

Relationships Education, RSE and Health Education will be delivered in a non-judgmental, factual way allowing scope for children and young people to ask questions in a safe environment. Teachers will tailor the delivery of Relationships Education, RSE and Health Education to meet the specific needs of the pupils in that class, and to be responsive to their behaviour and development. Classes will explore different attitudes, values and social labels, and develop skills that will enable our pupils to make informed decisions regarding sex and relationships as well as being able to differentiate between fact, opinion and belief and an understanding of the law on various topics. Pupils will be taught the anatomically correct names for body parts, but slang or everyday terms used in certain social circles will be discussed; this will surround discussion about what is and is not acceptable language to use.

Staff will ensure that all resources used in the delivery of Relationships Education, RSE and Health Education are appropriate for the age and needs of their pupils. Examples of these resources are included in the Annexes of this policy.

Primary schools

In the Trust's primary schools Relationships Education will be delivered in science and Personal, Social, Health Education (PSHE). Children of the same age may be developmentally at different stages, leading to differing types of questions or behaviours. Staff will use teaching methods that take account of these differences and the potential for discussion on a one-to-one basis or in small groups.

Secondary schools

In the Trust's secondary schools RSE will be delivered in science, religious education, computing and Personal, Social, Health Education (PSHE) and will build on the foundation of Relationships Education delivered in primary school.

Relationships Education and RSE: Curriculum and Outcomes

By the end of their secondary education at The Thomas Adams School, the Trust expects pupils to know the information set out in Appendix 1.

Health Education: Physical Health and Mental Well-Being

The Trust wishes to promote pupils' health and well-being by encouraging self-control, their ability to self-regulate and strategies for doing so. This will enable pupils to become confident in their ability to achieve well and persevere even when they encounter setbacks or when their goals are distant, and to respond calmly and rationally to setbacks and challenges. The Trust believes that an integrated, whole-school approach to the teaching and promotion of health and wellbeing will have a positive impact on behaviour and attainment. Health Education will be delivered in science, computing, Physical Education (PE) and Personal, Social, Health Education (PSHE).

By the end of their secondary education at The Thomas Adams School, the Trust expects pupils to know the information set out in Appendix 2.

Pupils with Special Educational Needs and/or Disabilities

The Trust will endeavour to ensure that Relationships Education, RSE, and Health Education is accessible for all pupils. We are aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education, RSE and Health Education may be particularly important for such pupils, for example those with Social, Emotional and Mental Health needs or learning disabilities. Teaching will be sensitive, age-appropriate, developmentally appropriate, differentiated and personalised to meet the specific needs of pupils at different developmental stages.

Staff will make reasonable adjustments to alleviate disadvantage faced by pupils with disabilities and will be mindful of the SEND Code of Practice and the Trust's SEND Policy when planning for these subjects. Staff will use a variety of different strategies to ensure that all pupils have access to the same information, which include: differentiated questioning/resources, interactive teaching methods, e.g. contraceptive card games, use of expert guest speakers, practical activities, using DVDs or vide, group or paired activities, drama and role play.

Right to Request Withdrawal from Sex Education

The Trust hopes that parents will feel comfortable with, and understand the importance of, the education provided to their children as described in this policy.

Parents of children in primary schools have the right to withdraw their child from sex education and should state this in writing and send it to the Headteacher. Parents of children in secondary schools have the right to request that their child be withdrawn from some or all of the sex education aspects of RSE.

Before withdrawing or making a request, the Trust strongly urges parents to carefully consider their decision as sex education is a vital part of the school curriculum and supports child development. Parents cannot withdraw their child from Relationships Education or Health Education or the elements on human growth and reproduction which fall under The National Curriculum in science.

Any parent wishing to withdraw their child from sex education in a secondary school should put their request in writing and send it to the Headteacher, who will arrange a meeting to discuss their concerns. Once those discussions have taken place, except in exceptional circumstances, the

school will respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school will make arrangements to provide the child with sex education during one of those terms.

If a pupil is excused from sex education the respective school will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

Confidentiality and Child Protection

The Trust hopes to provide a safe and supportive school community where pupils feel comfortable seeking help and guidance on anything that may be concerning them about life either at school or at home. All teachers will receive training around confidentiality and should ensure that pupils understand that they cannot offer unconditional confidentiality. If a child protection issue is disclosed to a member of staff, that member of staff should follow the Trust's Child Protection and Safeguarding procedures.

If a staff member is approached by a pupil under 16 who is having, or is contemplating having sexual intercourse, the teacher should:

- ensure that the pupil is accessing all the contraceptive and sexual health advice available and understands the risks of being sexually active;
- encourage the pupil to talk to their parent or carer. Pupils may feel that they are more comfortable bringing these issues to a teacher they trust, but it is important that children and their parents have open and trusting relationships when it comes to sexual health and the school will encourage this as much as possible;
- decide whether there is a child protection issue. This may be the case if the teacher is concerned that there is coercion or abuse involved. If a member of staff is informed that a pupil under 13 is having, or is contemplating having sexual intercourse, this will be dealt with under child protection procedures.

Pupils with special educational needs may be more vulnerable to exploitation and less able to protect themselves from harmful influences. If staff are concerned that this is the case, they should seek support from the Designated Safeguarding Lead to decide what is in the best interest of the child.

Equal Opportunities

Relationships Education, RSE, and Health Education will be delivered equally to both genders, normally in mixed classes. There are, however, certain topics that may be delivered in single sex groupings e.g. menstruation and personal hygiene. Also, for some children it may not be culturally appropriate to address particular issues in a mixed group and in such circumstances, certain topics may be delivered in single sex groupings.

The Trust has a commitment to ensure that Relationships Education, RSE and Health Education is relevant to all pupils and is taught in a way that is age and stage appropriate. Pupils are encouraged to openly and freely discuss diversity of personal, social and sexual preferences. Prejudiced views will be challenged, and equality promoted. Any bullying that relates to sexual

behaviour or perceived sexual orientation will be dealt with swiftly and seriously in accordance with the Trust's behaviour policy.

Complaints

If parents have any concerns or complaints over the application or implementation of this policy they should raise their concerns with a staff member or the Headteacher in accordance with the Trust's Complaints Policy.

Policy Monitoring and Review

Monitoring

The Deputy Chief Executive Officer will monitor the outcomes and impact of this policy on an annual basis.

Review

Member of Staff Responsible	Deputy Chief Executive Officer
Relevant Guidance/Advice/Legal Reference	Relationship Education, Relationships and Sex Education (RSE) and Health Education, published by the DfE, 2019
Policy Adopted By	Trust Board
Consultation	Local Governing Bodies and parents
Date of Policy	
Review Period	Annually
Date of Next Review	

Appendix 1: Relationships Education and RSE: Curriculum and Outcomes

By the end of their secondary education pupils at The Thomas Adams School should know

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"> • There are different types of committed stable relationships. • How these relationships might contribute to human happiness and their importance for bringing up children. • What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony. • Why marriage is an important relationship choice for many couples and why it must be freely entered into. • The characteristics and legal status of other types of long-term relationships. • The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting. • How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.
Respectful relationships, including friendships	<ul style="list-style-type: none"> • The characteristics of positive and healthy friendships (in all contexts, including online) including trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship. • Practical steps they can take in a range of different contexts to improve or support respectful relationships. • How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non- consensual behaviour or encourage prejudice). • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs. • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. • That some types of behaviour within relationships are criminal, including violent behaviour and coercive control. • What constitutes sexual harassment and sexual violence and why these are always unacceptable. • The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal
Online and media	<ul style="list-style-type: none"> • 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.

TOPIC	PUPILS SHOULD KNOW
	<ul style="list-style-type: none"> • 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	<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 (in all contexts, including online).
Intimate and sexual relationships, including sexual health	<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, 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

This will be achieved through the following lessons:

- Introduction to contraception
- Introduction to puberty
- Consent and Sexual Boundaries
- What are STIs
- FGM and the Law
- Pornography
- Contraception available
- Sexual consent and the law
- Honour based violence
- STIs

Appendix 2: Health Education: Physical Health and Mental Well-Being

By the end of their secondary education pupils at The Thomas Adams School should know

TOPIC	PUPILS SHOULD KNOW
Self Concept	<p>Key Stage 3</p> <ul style="list-style-type: none"> • How we are all unique; that recognising and demonstrating personal strengths build self-confidence, self-esteem and good health and wellbeing. • To understand what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment). • The impact that media and social media can have on how people think about themselves and express themselves, including regarding body image, physical and mental health. • Simple strategies to help build resilience to negative opinions, judgements and comments H5. to recognise and manage internal and external influences on decisions which affect health and wellbeing. <p>Key Stage 4</p> <ul style="list-style-type: none"> • To accurately assess their areas of strength and development, and where appropriate, act upon feedback. • How self-confidence self-esteem, and mental health are affected positively and negatively by internal and external influences and ways of managing this. • How different media portray idealised and artificial body shapes; how this influences body satisfaction and body image and how to critically appraise what they see and manage feelings about this. • Strategies to develop assertiveness and build resilience to peer and other influences that affect both how they think about themselves and their health and wellbeing.
Mental health and emotional wellbeing	<p>Key Stage 3</p> <ul style="list-style-type: none"> • How to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary. • The characteristics of mental and emotional health and strategies for managing these. • The link between language and mental health stigma and develop strategies to challenge stigma and misconceptions associated with help-seeking and mental health concerns. • Strategies to understand and build resilience, as well as how to respond to disappointments and setbacks. • A range of healthy coping strategies and ways to promote wellbeing and boost mood, including physical activity, participation and the value of positive relationships in providing support. • The causes and triggers for unhealthy coping strategies, such as self-harm and eating disorders, and the need to seek help for themselves or others as soon as possible [NB It is important to avoid teaching methods and resources that provide instruction on ways of self-harming, restricting food/inducing vomiting, hiding behaviour from others etc., or that might provide inspiration for pupils who are more vulnerable (e.g. personal accounts of weight change).] • How to recognise when they or others need help with their mental health and wellbeing; sources of help and support and strategies for accessing what they need. <p>Key Stage 4</p> <ul style="list-style-type: none"> • The characteristics of mental and emotional health; to develop

TOPIC	PUPILS SHOULD KNOW
	<p>empathy and understanding about how daily actions can affect people's mental health.</p> <ul style="list-style-type: none"> • About change and its impact on mental health and wellbeing and to recognise the need for emotional support during life changes and/or difficult experiences. • A broad range of strategies — cognitive and practical — for promoting their own emotional wellbeing, for avoiding negative thinking and for ways of managing mental health concerns. • To recognise warning signs of common mental and emotional health concerns (including stress, anxiety and depression), what might trigger them and what help or treatment is available. • The causes and triggers for unhealthy coping strategies, such as self-harm and eating disorders, and the need to seek help for themselves or others as soon as possible [NB It is important to avoid teaching methods and resources that provide instruction on ways of self-harming, restricting food/inducing vomiting, hiding behaviour from others etc., or that might provide inspiration for pupils who are more vulnerable (e.g. personal accounts of weight change).] • How to recognise when they or others need help with their mental health and wellbeing; sources of help and support and strategies for accessing what they need. • The importance of and ways to pre-empt common triggers and respond to warning signs of unhealthy coping strategies, such as self-harm and eating disorders in themselves and others [NB It is important to avoid teaching methods and resources that provide instruction on ways of self-harming, restricting food/ inducing vomiting, hiding behaviour from. • Others etc., or that might provide inspiration for pupils who are more when they or others need help with their mental health and wellbeing; to explore and analyse ethical issues when peers need help; strategies and skills to provide basic support and identify and access the most appropriate sources of help.
Healthy lifestyles	<p>Key Stage 3</p> <ul style="list-style-type: none"> • The importance of, and strategies for, maintaining a balance between school, work, leisure, exercise, and online activities. • The benefits of physical activity and exercise for physical and mental health and wellbeing. • The importance of sleep and strategies to maintain good quality sleep. • To recognise and manage what influences their choices about physical activity. • The role of a balanced diet as part of a healthy lifestyle and the impact of unhealthy food choices. • What might influence decisions about eating a balanced diet and strategies to manage eating choices. • The importance of taking increased responsibility for their own physical health including dental check-ups, sun safety and self-examination (especially testicular self-examination in late KS3); the purpose of vaccinations offered during adolescence for individuals and society. • The importance of, and strategies for, maintaining a balance between school, work, leisure, exercise, and online activities. • The benefits of physical activity and exercise for physical and mental health and wellbeing. • The importance of sleep and strategies to maintain good quality sleep.

TOPIC	PUPILS SHOULD KNOW
	<ul style="list-style-type: none"> • To recognise and manage what influences their choices about physical activity. • The role of a balanced diet as part of a healthy lifestyle and the impact of unhealthy food choices. • What might influence decisions about eating a balanced diet and strategies to manage eating choices. • The importance of taking increased responsibility for their own physical health including dental check-ups, sun safety and self-examination (especially testicular self-examination in late KS3); the purpose of vaccinations offered during adolescence for individuals and society. <p>Key Stage 4</p> <ul style="list-style-type: none"> • to make informed lifestyle choices regarding sleep, diet and exercise • the benefits of having a balanced approach to spending time online • to identify, evaluate and independently access reliable sources of information, advice and support for all aspects of physical and mental health • about the health services available to people; strategies to become a confident user of the NHS and other health services; to overcome potential concerns or barriers to seeking help • the purpose of blood, organ and stem cell donation for individuals and society • how to take increased personal responsibility for maintaining and monitoring health including cancer prevention, screening and self-examination • to assess and manage risks associated with cosmetic and aesthetic procedures, including tattooing, piercings and the use of sunbeds • the ways in which industries and advertising can influence health and harmful behaviours
Drugs, alcohol and tobacco	<p>Key Stage 3</p> <ul style="list-style-type: none"> • The positive and negative uses of drugs in society including the safe use of prescribed and over the counter medicines; responsible use of antibiotics. • To evaluate misconceptions, social norms and cultural values relating to drug, alcohol and tobacco use. • Strategies to manage a range of influences on drug, alcohol and tobacco use, including peers. • Information about alcohol, nicotine and other legal and illegal substances, including the short-term and long-term health risks associated with their use. • The personal and social risks and consequences of substance use and misuse including occasional use. • The law relating to the supply, use and misuse of legal and illegal substances. • About the concepts of dependence and addiction including awareness of help to overcome addictions. <p>Key Stage 4</p> <ul style="list-style-type: none"> • The consequences of substance use and misuse for the mental and physical health and wellbeing of individuals and their families, and the wider consequences for communities. • Wider risks of illegal substance use for individuals, including for personal safety, career, relationships and future lifestyle.

This will be achieved through the following lessons:

- Being Positive
- Health & Wellbeing
- What is Mental Health
- Positive Body Image
- Healthy Eating & cholesterol
- E-Cigs, Vaping and Shisha
- First Aid Lesson (and workshop) 2 hours
- Social Media & Online Stress
- Self Esteem Changes
- Screen Time & Safe use of Mobiles
- County Lines – What is it
- Substance Misuse
- Different Types of Addiction
- Dealing with Conflict
- Dealing with Grief and Loss
- Suicide (Thoughts and Feelings)
- Self Esteem and the Media

RSE Policy Survey Consultation 2024

Executive Summary

- All responses agreed that the policy is easy to understand.
- The policy clearly defines what an RSE policy is.
- 80% of parents are happy with the age appropriateness of our RSE programme.
- All parents agree that the withdrawal process is clear to understand.
- There is some concern over the heavy topic days for some students.

1. Is our RSE Policy clearly written and easy to understand?

Statement	Count	Percentage
Yes	10	100%
No	0	0%

2. You answered no, what could be made clearer?

There were no “no” responses from question 1, so this question was not answered. The responses clearly show that the policy is accessible to parents.

3. The policy makes it clear what lessons constitute a Sex Education lesson

Statement	Count	Percentage
Yes	10	100%
No	0	0%

The policy clearly shows what constitutes Sex Education at Thomas Adams.

4. To what extent do you agree with the following statement about our RSE Policy and Curriculum: “I feel confident that my child will be taught about the range of RSE topics required by the DfE at an appropriate stage in their development, in a way that is sensitive to their cultural or religious background and in a way that respects the dignity and equality of all students”.

Statement	Count	Percentage
Strongly Agree	4	40%
Agree	4	40%
Neutral	0	0%
Disagree	2	20%
Strongly Disagree	0	0%

This is always a contentious question, some parents are supportive of the programme, however, a minority question some topics including the teaching of LGBTQAI+.

5. Having read the policy, do you understand the procedure of Parental Withdrawal from Sex Education?

Statement	Count	Percentage
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Yes	10	100%
No	0	0%

The responses show that the withdrawal process is explained sufficiently clearly.

6. You answered no, what more information would you like or made clearer?

- There were no “no” responses for this question.

7. Are there any changes to the PSHE/RSE curriculum that you think should be made?

- Not to have some subjects for an hour's lesson, it's too much for students to take in and they do not need to know some aspects in such detail eg FGM. Some PSHE days, especially year 7 December one is a really heavy content day.
- No - it's very comprehensive.