



BRENTSIDE HIGH SCHOOL

LEARNING AND ACHIEVING TOGETHER

Relationships, Sex and Health Education Policy

Review date	July 2025
Staff responsible	MRs (acting SL Cz/PSHE)

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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 students, 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 students 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.

Students are taught 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.

Students' are taught to have an age-appropriate understanding of healthy relationships.

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 – please note that exact timings of topics taught may vary from year to year.

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

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.

2. Statutory requirements

The school follows the statutory guidance as set out by the Department for Education (DfE) in the publication [Relationships and sex education \(RSE\) and health education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/612222/Relationships_and_sex_education_(RSE)_and_health_education_-_GOV.UK.pdf)

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 students 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 students 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/carer consultation:** Parents/carers were consulted via an online consultation. The results of this informed the policy development and identified additional work that may be needed with parents/carers to raise their awareness and knowledge of RSHE at Brentside High school. Parents/carers were 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.
5. **Governor consultation:** Governors were consulted on the policy.
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 2025**.

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.
- Develop students' confidence and self-esteem to value themselves and others and respect for individual conscience, as well as the skills to judge the kind of relationships they want.
- Teach students to communicate effectively.
- Develop students' knowledge and skills to look after their physical and mental health and wellbeing.
- Support students to be aware of their sexuality and understand differences in human sexuality (e.g., heterosexual, lesbian, gay, bisexual, transsexual, and transgender).
- Help students to understand what consent means and factors that influence one's ability to consent.
- Develop students' knowledge of the law in regard to all types of relationships including familial, domestic and sexual relationships.
- Provide students with sufficient information and skills to protect themselves offline and online and be aware of the implication of sexting, pornography, and online grooming.
- Develop students' understanding of the consequences of their actions and behave responsibly within sexual and pastoral relationships.
- Help students to understand the arguments for delaying sexual activity; the reasons for having protected sex; what consent means and factors that influence the ability to consent.
- Provide students with sufficient information and skills to protect themselves and, where they have one, their partner from unwanted conceptions and sexually transmitted infections including HIV.
- Signpost students to confidential sexual health advice, support and, if necessary, treatment.

5. Equal opportunities

Brentside High School believes that RSHE should meet the needs of all students. All staff are expected to give every student 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 and disabilities (SEND) 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 students 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 use of various teaching strategies will be consistently reviewed through lesson observations and practitioner feedback to ensure that no student 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 Headteacher's 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 students can form their own, informed opinions but also respect others that may have a different opinion.

Both formal and informal RSHE questions arising from students are answered according to the age and maturity of the student(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/carer
 - The question can be discussed one to one after class
 - The topic will be covered at a later stage in their Relationships Education

The 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, student 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 student is sexually active. Brentside HighSchool 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](#).

Staff will also be referred to the DfE's 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 –

<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 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 student turns 16 years of age. After this point, if the student 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 students e.g., in the playground, or walking home from school. By withdrawing students 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, or other designated member of staff, will meet with parents/carers to discuss any request to withdraw and share materials with parents/carers, with a view to then discussing aspects that parents/carers can and cannot withdraw their child from.

In the event of a student being withdrawn from a lesson, that student 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 students 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 up to date training annually, in line with guidance, to ensure that there is a constant focus on quality of provision.

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
<p>All lessons begin with a current affairs quiz and discussion on a topical news item.</p>			

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 PSHE: personal, social and health education RS: religious studies 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. Exam Board: Edexcel Paper 1 50% of Final Grade 1 hour 45 Minutes. Paper 2 50% of Final Grade 1 hour 45 minutes. Recommended revision textbook: <i>Citizenship Studies: Revision Guide & Workbook</i> 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.
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.
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 my 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.

<p>Are staff trained to deliver RSHE?</p>	<p>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.</p>
<p>Is my child assessed in RSHE?</p>	<p>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.</p>
<p>I do not wish my child to learn about LGBTQ+ relationships</p>	<p>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.</p>
<p>What if lessons content is not in line with my religious beliefs?</p>	<p>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.</p>
<p>Can I withdraw my child from RSHE?</p>	<p>Parents/carers may only withdraw their child from sex education classes up to three terms before the child's 16th birthday. The process for withdrawal is made clear within the 'requesting a child is withdrawn' statement and flowchart in Appendix 3.</p> <p>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.</p>
<p>Who do I speak to if I have further queries regarding RSHE?</p>	<p>Parents/carers are encouraged to speak to the Subject Leader for citizenship and PSHE who has direct responsibility for RSHE.</p> <p>Please contact info@brentsidehigh.ealing.sch.uk</p>

Appendix 3: Requesting a Child is Withdrawn

In 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 student 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 student wishes to participate in sex education lessons, then they will be allowed 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 student'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 by emailing info@brentsidehigh.ealing.sch.uk	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 (or designated member of staff) 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 student hearing their peer's version of what was said in the classes, rather than what was directly said by the teacher.

<p>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 student will be removed from the class and given an alternative place to work for that lesson.</p>	
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