



COUNDON COURT

Relationships, Sex and Health Education (RSHE) Policy

Links to Safeguarding and Child Protection Policy

Agreed by Co-Head Teachers	October 2021
Frequency of Review:	Every year (with in year modifications as required)
Date of Next Review:	October 2022

1 Introduction

This policy covers Coundon Court's approach to Relationships, Relationships and Sex Education, and Health Education as part of the wider Personal Development provision/ The policy was written by the Director of Personal Development (Amy O' Connor) with reference to guidance from the PSHE Association and Department for Education Statutory Requirements.

This policy will be shared with parents as part of parental consultation and can be accessed via the school website to review at any time.

2 Curriculum Intent

2.1 Curriculum Aims

The aim of RSHE is to equip children and young people with the information, skills and values to have safe, fulfilling and enjoyable relationships, and to take responsibility for their sexual health and wellbeing. We hope to instil in our students a sense of respect, maturity and an inquiring nature. We want our students to speak candidly and confidently, knowing they have our support in seeking the information and guidance they want and need.

2.2 Our Personal Development Values

At Coundon Court, we endeavour to:

- Promote a safe environment in which all students thrive and are emotionally resilient
- Respect the voices of our students, and encourage them to share their constructive advice, encouraging them to be confident representatives of their peers
- Offer all students fair and equitable access to a broad and well-planned Personal Development curriculum, to ensure every student has a valuable understanding of healthy relationships, good physical health and positive mental well-being
- Motivate and encourage respectful and active citizens, who are involved in the school community and understand the financial, political, social, and ethical spheres which shape our local, national and global society
- Instil a positive sense of self and encourage students to appropriately challenge others and confidently engage in debate and discourse.
- Secure a curriculum journey, based on the Gatsby Benchmark, which provides unbiased career advice and guidance, and reassures students from all backgrounds to aim high at each stage of this journey.
- Enrich every student's experience with a diverse offer of co-curriculum clubs, visiting speakers and trips

2.3 Government Rationale

The Government's outlined its rationale for RSHE in February 2019 rationale¹. To summarise, the Government believes:

- RSHE should address the challenges and risks of children and young people living in an increasingly complex 'online world'
- Pupils should leave school prepared for adult life and 'thrive in a modern world'
- Relationships Education, Relationships and Sex Education (RSHE) and Health Education should be age appropriate and should equip pupils with knowledge of the laws of this country
- All content must be taught sensitively and inclusively, with respect for backgrounds and beliefs of pupils and parents
- These subjects should support the wider work of schools in helping to foster pupil well being and develop character and personal attributes, fundamental to happy and successful individuals
- Schools should be aware of the proportion of time pupils spend online, and should take into account when preparing and delivering subjects
- They recognise the challenge in delivering high quality RSHE and will continue to work with schools, unions, education providers and expert organisations

¹ Relationships Education, Relationships and Sex Education, and Health Education in England Government consultation response **February 2019**

2.4 Statutory Duties

On 1st March, the **Children and Social Work Act 2017** passed into law, making Relationships and Sex education statutory. This new legislation applies to all schools, with secondary schools delivering Relationships and Sex Education to build upon the Relationships programme delivered in primary schools.

Alongside this, the Government has also made Health Education a statutory requirement. This will include Personal, Social, Health and Economic Education (PSHE). The new guidance and regulations passed by Parliament applies from **September 2020**.

Keeping Children Safe in Education 2021 was republished and is now statutory. This document highlights areas which staff and students must be aware of, particularly in response to the rising concerns over peer on peer abuse. All children are capable of abusing their peers and can manifest in a spectrum of behaviours² including:

- Bullying, including cyberbullying
- Sexual violence and sexual harassment
- Physical abuse
- Sexting
- Upskirting (now a criminal offence requiring reporting requirements)
- Initiation, hazing rituals and associated violence

As part of our duty of care, we ensure the curriculum and staff training help to:

- Put in place procedures to minimise the risk of peer-on-peer abuse
- Help students recognise peer on peer abuse
- Recognise the gendered nature of peer-on-peer abuse, whilst recognising that all forms of this behaviour is unacceptable, in some cases illegal, and will be taken seriously no matter who the perpetrator may be
- Ensure students and staff know how, and where, they can report peer on peer abuse and recognise that their report will be listened to and supported
- Encourage students to report peer on peer abuse (experienced themselves or observed)
- Know how allegations can be recorded, investigated and dealt with

*Some of these behaviours will need to be handled with **reference to other policies** in school such as the behaviour policy, anti-bullying policy, child protection policy and online safety policy.*

3 Definitions

3.1 Relationships and Sex Education (RSE)

The **Sex Education Forum** defines RSE as learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health.

3.2 Physical Health and Wellbeing

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.³

3.3 Personal, Social, Health and Economic Education (PSHE)

Personal, social, health and economic (PSHE) education is a planned programme of learning opportunities and experiences that help children and young people grow and develop as individuals and as members of families and of social and economic communities.

The national curriculum states that 'all schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice'. PSHE education contributes to schools' statutory duties outlined in the

² For definitions of these behaviours, see the glossary at the end of this policy.

³ [Physical health and mental wellbeing \(Primary and secondary\) - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/534211/Physical_health_and_mental_wellbeing_Primary_and_secondary.pdf)

Education Act 2002 and the Academies Act 2010 to provide a balanced and broadly-based curriculum and is essential to Ofsted judgements in relation to personal development, behaviour, welfare and safeguarding.⁴

4 Roles and Responsibilities

4.1 The Governing Body

Coundon Court's Board of Governors will ensure the PSHE and RSHE curriculum meets statutory requirements and hold the Co-Headteacher's to account for its implementation.

4.2 The Co-headteachers

The Co-Headteachers will approve this policy and are responsible for ensuring that the PSHE and RSHE curriculum meets statutory requirements and quality assure the curriculum implementation.

4.3 Director of Personal Development

The Director of Personal Development (PD) has the responsibility to:

- source and quality assure resources used for Personal Development activities, including the provision for Relationships, Sex Education and Health Education from Years 7-11, ensuring it meets statutory requirements for RSHE delivery
- ensure resources are available on SharePoint for tutors to access in advance of the PD Morning/ Week
- coordinate staff training for PD Morning/ Week
- conduct staff and student surveys to identify areas of curriculum improvement

4.4 Tutors

There is an expectation that all tutors in the school partake in the delivery of the PSHE curriculum as part of their pastoral duties. The PSHE curriculum covers the physical, social, health and economic education of children. A significant portion of this includes RSHE. Tutors are expected to:

- Access and familiarise themselves with the appropriate resources via SharePoint
- Review the resources and adapt as appropriate to the students in their own tutor group
- Seek advice from the RSHE coordinator, or another signposted member of staff, if unsure about how to appropriately deliver the subject content
- Speak to the RSHE coordinator and/ or Phase Leader if they know of an upcoming absence and need to arrange for an appropriate member of staff to cover the lesson
- If there is specific content which might be personally sensitive or difficult to deliver, tutors must inform the RSHE coordinator and/ or Phase Leader in advance of a Personal Development morning if additional support is required.
- **Report any concerns regarding a child's mental/ physical health and/ or child protection to Lead Safeguarding Officer as soon as the lesson finishes (or before if possible).** If a member of the leadership/ pastoral team are on walkabout, report any concerns earlier. Concerns should not be shared by email. Please speak directly to a Safeguarding Officer. If you cannot find your Safeguarding Officer, please speak to another or to a senior member of staff.

Our Safeguarding Officers are:

- **Designated Safeguarding Lead** *Susie Elton*
- **Deputy Safeguarding Officers** *Amanda Donnelly* *Charlotte Holland* *Lydia Sampson*

4.5 Students

Students are expected to fully engage with the PD Morning and PD Week sessions and when discussing issues of a sensitive nature, are expected to treat their peers and staff with respect.

Using our Thrive approach and continuing to promote positive language and communication with and between our students, we have adopted the **'THINK before you speak'** mantra. Students are encouraged to challenge rude, harmful or disparaging language they may hear and/ or to self-monitor by asking:

- Is it True?

⁴ [What is PSHE? | PSHE Education | PSHE Consultant & Teacher](#)

- Is it **Helpful**?
- Is it **Inspiring**?
- Is it **Necessary**?
- Is it **Kind**?

5 Parents and Carers

5.1 Working in Partnership

This policy will be shared with parents as part of a consultation. Any parents who want to discuss the policy or programme will be invited into school for a follow-up conversation with the RSHE Coordinator and a member of the Leadership Team. The school website signposts parents and carers to useful services that support the physical health and mental wellbeing of their child (see 8.2.2). Information and guidance is also available at Transition and Subject Open Evenings.

5.2 Parental right to withdraw

Under the new legislation, parents do not have the right to withdraw their child from Relationships Education. Parents do have the right to withdraw their child from Sex Education, however a child may opt into Sex Education from age 15 (specifically three academic terms before they turn 16). However, parents do not have a right to withdraw their child from some elements of Sex Education which is required to be taught as part of the National Curriculum in Science lessons.

If a parent does want to withdraw their child from the RSHE programme, they are expected to write a letter to the Co-headteachers. Before granting any request for withdrawal, the Co-Headteachers (or RSHE Co-ordinator) 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”.

This will ensure an opportunity to discuss the benefits of Sex Education with parents, and “any detrimental effects that withdrawal might have on the child”, including the likelihood that they will hear other pupils’ version of what was said in class.

6 Personal Development Curriculum

6.1 Personal Development

At Coundon Court Academy, we believe that a good quality RSHE programme is best delivered through a spiral curriculum, and as part of the wider PSHE programme delivered in school. Each half term, all students will be developing their knowledge and understanding of at least one the three main PSHE strands⁵:

- Strand 1 – *Health and Well-Being* (which includes the new statutory health education)
- Strand 2 – *Relationships* (which includes the new statutory RSE programme)
- Strand 3 – *Living in the Wider World* (which includes the Gatsby Benchmark as part of Career Education, Information, Advice and Guidance provision)

Each half term there will be a ‘focused week’ in which one of the three PSHE strands, OR Citizenship, will be delivered in three distinct ways:

- *PD Week* – This includes four consecutive days of short introductory activities, quizzes and discussion in tutor time leading to a;
- *PD Morning* – This is a 100-minute session, typically led by your child’s personal tutor, allowing pupils to engage and explore the themes in greater depth, embedding their knowledge and understanding of the subject material introduced in the PD Week.
- *National Awareness Assembly* – Teachers, and external agencies, will deliver key messages surrounding the themes explored.

Over the course of your child’s seven-year journey at Coundon Court Academy, your child will return to key themes and explore the law, issues, and debates from a different angle each year. This ensures that the content delivered is

⁵ As outlined in the PSHE Association

age appropriate, in accordance with Government guidelines, whilst also ensuring your child builds upon their prior learning to establish a comprehensive understanding of RSH Education.

6.2 Personal Development Curriculum Overview

Year 7	Term 1a	Term 1b	Term 2a	Term 2b	Term 3a	Term 3b
PD Theme	PSHE - Mental Wellbeing	PSHE - Physical Health	Citizenship - Financial literacy	Citizenship - British Values	SMSC - Human Rights	PSHE - Physical health
National Awareness Day	<i>World Mental Health Day</i>	World Children's Day (20.11)	<i>Fairtrade Fortnight</i>		<i>Int. Day of Living together in Peace</i>	
Session 1	What is emotional wellbeing?	Periods: What are they?	Evaluating online banking	Democracy	Black Lives Matter	Dental hygiene
Session 2	Ups and downs of a day	Periods: Effects and treatment	Wants and needs	Rule of law	Women's Suffrage	Dental health
Session 3	Caring for yourself	Why are periods important?	What is a budget?	Individual Liberty	Rights of the Child	Good hygiene
Session 4	When do others need help?	Periods: Mythbusters	Budget takeover	Mutual Respect	Refugee Awareness	Allergies, immunization & vaccines
Personal Development	<i>Beat Bullying</i>	<i>Staying Safe</i>	<i>Fairtrade Challenge</i>	<i>Exploring British Values</i>	<i>Pledge against Prejudice</i>	<i>Sun Safety</i>
Assembly	Langar Aid - Helping Others	FGM Assembly				
Year 8	Term 1a	Term 1b	Term 2a	Term 2b	Term 3a	Term 3b
PD Theme	PSHE - Mental Wellbeing	PSHE - Physical Health	CEIAG Education	Citizenship - Political Education	PSHE - Relationships Education	PSHE - Physical health (First Aid)
National Awareness Day	<i>World Mental Health Day</i>	World Children's Day (20.11)				
Session 1	Coping with change (Pt.1)	Puberty for boys	What is an apprenticeship?	What is the House of Commons?	TBYS_Racism	Choking
Session 2	Coping with Change (Pt.2)	Puberty for girls	Meet the apprentice	What is the House of Lords?	TBYS_Sexism	Bleeding
Session 3	Responding to challenges	Comparing effects of puberty	Which apprentice am I?	What is the role of the Monarch?	TBYS_LGBTQ+	Primary survey & Recovery position
Session 4	Managing my feelings	Trans puberty myths	Apprenticeships that help others	Is anyone above the law?	TBYS_Disablism	CPR & defibrillation
Personal Development	<i>Healthy body, healthy mind</i>	<i>Staying safe online</i>	<i>Careers & Gender Stereotypes</i>	<i>Parliament and the Law</i>	<i>THINK before you Speak</i>	<i>No knives! Save Lives!</i>
Assembly	Langar Aid - Helping Others	FGM Assembly	Breaking the glass ceiling			
Year 9	Term 1a	Term 1b	Term 2a	Term 2b	Term 3a	Term 3b
PD Theme	PSHE - Mental Wellbeing	PSHE - Relationship Education	CEIAG Education	Citizenship - Political Education	PSHE - Relationships Education	PSHE - Physical health (First Aid)
National Awareness Day	<i>World Mental Health Day</i>	World AIDs Day	<i>National Apprenticeship Week</i>		<i>Pride Month</i>	
Session 1	Social media baseline	Law around sexting	LMI - Jobs of the future	What is an e-petition?	Sexuality or gender?	Addiction
Session 2	Investigation station	Crossing the line	Employability skills	Which petitions matter to you?	Relationships and human rights	Poor diet
Session 3	Selfies: Help or Hindrance?	Sexting: Advice & guidance	What is a 'good' career?	Evaluating petitions	LGBTQ+ - Global differences	Substance abuse
Session 4	Living online	Consequences (poor cyber safety)	Famous apprentices	When petitions are ignored	Changing the law	First Aid - Stroke
Personal Development	<i>Body Beautiful</i>	<i>Consent Matters</i>	<i>Become an entrepreneur!</i>	<i>Political participation</i>	<i>Pride, not prejudice</i>	<i>Cracking campaigners (enterprise)</i>
Assembly	Langar Aid - Helping Others	FGM Assembly	Apprenticeship assembly (1)		Pride Month	
Year 10	Term 1a	Term 1b	Term 2a	Term 2b	Term 3a	Term 3b
PD Theme	PSHE - Mental Wellbeing	PSHE - Relationship Education	CEIAG Education	Citizenship - Political Education	SMSC/ CEIAG 'Herstory'	PSHE - Physical health (First Aid)
National Awareness Day	<i>World Mental Health Day</i>	<i>Action against domestic violence day</i>	<i>National Apprenticeship Week</i>			
Session 1	Common mental health issues	A-Z of healthy relationships	Budget plans - Career path	Democratic government	Inspirational women - Arts	Stay safe - Self-examination
Session 2	Unhealthy coping strategies	Domestic violence (Pt.1)	Budget plans - Monthly income	Non-democratic government	Inspirational women - Literature	Stay safe - Cancer prevention
Session 3	Barriers to seeking help	Domestic violence (Pt.2)	Budget plans - Where can I live?	Holding to account	Inspirational women - STEM	Stay safe - Primary Survey (recap)
Session 4	Turning a negative into a positive	Opportunity to digest the material	Budget plans - What is left?	Importance of free press	Inspirational women - Politics	First Aid - Street Doctors
Personal Development	<i>Drugs mess with your mind</i>	<i>Spot the signs (coercive behaviours)</i>	<i>My next steps (FE and LMI)</i>	<i>Political Participation</i>	<i>No more Public Sexual Harassment</i>	<i>No more knives!</i>
Assembly	Langar Aid - Helping Others	FGM Assembly	Apprenticeship assembly (2)			
Year 11	Term 1a	Term 1b	Term 2a	Term 2b	Term 3a	Term 3b
PD Theme	PSHE - Mental Wellbeing	CEIAG Education	PSHE - Relationship Education (CSE)	Citizenship - Financial Planning		
National Awareness Day	<i>World Mental Health Day</i>	<i>Action against domestic violence day</i>	<i>National Apprenticeship Week</i>			
Session 1	Psychological harm	Positive thinking	What is grooming?	Taxes		*Online Transition work*
Session 2	Harm online	Career pathways	Exploited (Pt. 1)	Savings and pensions		
Session 3	Helping 'them' groups at risk	Apprenticeships	Exploited (Pt. 2)	Dangers of the payday loan		
Session 4	How can we protect each other?	Different types of university	Opportunity to digest the material	To buy or not to buy?		
Personal Development	<i>Stigma and Suicide Prevention</i>	<i>Application process</i>	<i>Know the Dangers!</i>	Risky Behaviour: Gambling Awareness		
Assembly	World Mental Health Day		Pornography: A distorted picture			

6.2 Relationships and Sex Education

In the new Government guidance DfE continues to recommend that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils'.⁶ Under the new Government guidance, primary schools will be expected to deliver a programme of Relationships Education. This programme in secondary school should build upon the Relationships curriculum delivered in primary schools, with the addition of a sex education programme.

Relationships Programme in Primary School	Relationships and Sex Education in Secondary School
<ul style="list-style-type: none"> • Families and people who care for me • Caring friendships • Respectful relationships • Online relationships • Being safe 	<ul style="list-style-type: none"> • Families • Respectful relationships, including friendships • Online and Media • Being Safe • Intimate and sexual relationships, including sexual health

6.3 RSE Curriculum Overview

PSHE Week	Year 7	Year 8	Year 9	Year 10	Year 11	Sixth Form
Session 1	Periods: What are they?	Puberty for Boys	Law around sexting	A-Z of Healthy Relationships	What is grooming?	Sexual Harassment (Pt.1)
Session 2	Periods: Effects & Treatment	Puberty for Girls	Crossing the Line	Domestic Violence (Pt.1)	CEOP (Exploited Pt.1)	
Session 3	Why are periods important?	Comparing effects of Puberty	Sexting: Advice & Guidance	Domestic Violence (Pt.2)	CEOP (Exploited Pt.2)	Sexual Harassment (Pt.2)
Session 4	MythBusters: Fact or Myth?	Trans puberty myths	Consequences (cyber safety)	Discussion	Discussion	Sexual Violence (Pt.1)

PSHE Day #2	Year 7	Year 8	Year 9	Year 10	Year 11
Lesson Title	Staying Safe	Staying Safe Online	Consent Matters	Spot the Signs	Know the Dangers
CSE link	Sexual Health	Relationships	Consent	Power & Control	Grooming
RSE Link	Being Safe Intimate and sexual relationships, including sexual health	Online and Media Being Safe	Respectful relationships, including friendships Intimate and sexual relationships, including sexual health	Being Safe Respectful relationships, including friendships	Being Safe Respectful relationships, including friendships
Health Education link		Internet safety and harms		Mental Wellbeing	Mental Wellbeing
Learning Objectives	Understand vocabulary such as sex, pregnancy, contraception, conception, STIs and celibacy ◆ Discussion of why adults may choose to have sex and the importance of trusting partners ◆ Identify a limited range of different methods of contraception ◆ Explain the purpose of these methods of contraception (e.g. STI & pregnancy prevention) ◆ Discuss and understand why contraception is an important part of sexual health ◆ Know where to find support and helplines	Understand what is meant by the term 'sexting' ◆ Identify reasons why individuals may choose to get involved with sexting ◆ Explain the UK law surrounding sexting ◆ Reflect and discuss the dangers of sexting and links to child exploitation and dangerous relationships ◆ Understand the links between sexting and other forms of cyber bullying such as revenge porn ◆ Know where to find support and helplines	Explain what is meant by consent in a sexual context ◆ Explain the UK law surrounding consent and underage sex ◆ Discuss scenarios and decide if they break the law on consent ◆ Explain the dangers of influence of drugs and alcohol and links to the issue of consent ◆ Consider and discuss the issues surrounding and criteria for consent ◆ Know where to find support and helplines	Prioritise the most important positive relationships they have ◆ Identify the features of an abusive relationship ◆ Explain how it can be difficult to leave an abusive relationship ◆ Explain why it is important to leave an abusive relationship ◆ Prioritise who has a responsibility to educate people about abusive relationships ◆ Know where to find support and helplines	Understand and explain the process of the grooming line: 1. Targeting 2. Friendship forming 3. Loving relationship 4. Abusive relationship ◆ Investigate and discuss the features of an exploitative friendship/ relationship in contrast to healthy relationships ◆ Understand the importance of reporting abuse and how to report abuse ◆ Know where to find support and helplines

⁶ <https://www.sexeducationforum.org.uk/news/news/new-rse-guidance-details>

6.4 Additional RSE provision

In addition to the PSHE programme, several subject areas include themes which cover key aspects of the RSE curriculum.

Subject	Content covered
English	<p><i>Relationships</i></p> <ul style="list-style-type: none"> Families; Friendships, Love & romantic relationships; Tolerance, Inclusion & respect; Long-term commitments and parenting (all years) <p><i>Values, Rights, Culture and Sexuality</i></p> <ul style="list-style-type: none"> Values & sexuality (9&10); Human rights & sexuality (7-11) and Culture, society and sexuality (7-11) <p><i>Understanding Gender</i></p> <ul style="list-style-type: none"> Gender equality, stereotypes and bias; and Gender-based violence (9-11)
Science	<p><i>Human Body and Development</i></p> <ul style="list-style-type: none"> Sexual reproductive anatomy and physiology; reproduction; puberty (in 7,9, 10 and 11) <p><i>Sex & Sexual Behaviour</i></p> <ul style="list-style-type: none"> Sex, sexuality and the sexual life cycle (7,9, 10 and 11) <p><i>Sexual and Reproductive Health</i></p> <ul style="list-style-type: none"> Pregnancy & pregnancy prevention; HIV and AID Stigma, Care, Treatment and Support and Understanding, recognising and reducing the risk of STIs, including HIV (9, 10 and 11)
Core RE	<p>In Year 9, all students will be delivered a unit tailored to consolidate prior learning and facilitate the delivery of new content which will support wider aspects of Positive Relationships.</p> <ul style="list-style-type: none"> Roles in the Family Finding the Perfect Partner Comparing Religious Weddings Divergent Views Pt.1 – Divorce Divergent Views Pt.2 – Contraception Divergent Views Pt.3 – Same-sex relationships Risky Relationships Pt.1 – Forced Marriage Risky Relationships Pt.2 - Unhealthy Relationships Risky Relationships Pt.3 - Staying Safe Online
Sixth Form	<p>In Year 12 and Year 13, students will have an additional RSE programme delivered during tutor time. This programme will include:</p> <ul style="list-style-type: none"> The impact of drugs, alcohol, stress and diet on fertility An understanding of infertility in men and women The importance of family planning, and the potential drawbacks of waiting too long Alternative fertility options - such as surrogacy; in vitro fertilisation, donors etc.

6.5 RSE and the Law

As students are introduced, and return, to themes across the Sex and Relationships curriculum, they will learn about the UK's legal position, including its role in preventing harm to the child, surrounding the following areas:

- 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)

This information will be delivered alongside the content through PD Mornings (see curriculum plan below) and national awareness days.

6.6 Female Genital Mutilation (FGM)

The term FGM (Female Genital Mutilation), also known as female circumcision, refers to “all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs for **non-medical reasons**” (World Health Organisation). There are four types of FGM. See [FGM National Centre](#) for further information.

FGM is illegal in the UK and some other countries and is a form of **child abuse** and in the same way as domestic abuse, FGM is regarded as an oppressive practice, an act of abuse against women, girls and children and a violation of their human rights. A mandatory reporting duty for FGM requires teachers in England and Wales to report known cases of FGM in under 18-year-olds to the police. The FGM duty came into force on 31 October 2015.

At Coundon Court, we deliver FGM assemblies to educate our students about the law, outline the risks to health and identify sources of help and support for individuals who may be at risk, or think they know somebody at risk, of FGM. For further information about FGM, visit [Coventry City Council’s Strategic Statement – FGM](#).

6.7 Resources

Throughout our programme we use a range of resources which are consistent with our school ethos and values. We use a wide range of teaching resources including images, question cards, role-play, team-building activities, and videos. These resources are age-appropriate and many of the videos are endorsed by the PSHE Association or charities such as ChildLine and Barnardo’s.

We aim to ensure our resources are inclusive of all children and young people, with respect to ethnicity, gender, sexual orientation and disability and we include positive images and videos of a range of different people.

The tutors who deliver these resources receive training about the resources available and may choose to adapt the resources to make sure they feel it is suitable for the members of their tutor group, or to incorporate relevant and recent stories from the news.

Our RSHE programme has been guided by the DfE Guidance, with supplementary advice from the document ‘*RSE for the 21st Century*’ which was produced in 2014 by Brook, the PSHE Association and the Sex Education Forum. Our resources are designed to ensure that all students are:

- Engaged with the content
- Aware of the law surrounding these topics
- Encouraged to participate in discussion and conversation with their peers, tutors and other members of the school community
- Establishing clear lines of trust and communication with their tutors
- Aware of useful websites, helplines and people in school who can support them

6.8 Visiting Speakers

When possible, we bring in external speakers who can deliver their expert knowledge in an engaging format. We ensure external agencies and contributors’ input is part of a planned programme which consolidates and secures prior learning. All visitors follow the Safeguarding policies in place when visiting Coundon Court. Classes or groups are always supervised by a member of the teaching staff.

7 Physical Health and Mental Wellbeing

7.1 Health Education

Alongside Sex and Relationship Education, the Government has issued updated requirements on physical and mental wellbeing. The **DfE Statutory Guidance** outlines:

*'The aim of teachings 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. It should help them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources.'*⁷

Physical health and mental wellbeing strands include:

- 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

The Health Education curriculum content is delivered across a number of areas and includes but is not exclusive to: Physical education (KS3 and KS4 Core PE), IT, Food Technology (KS3), Science (KS3) and the PSHE programme.

Several elements are delivered through Personal Development (PD) Week, collapsed sessions and national awareness day assemblies. This curriculum has been planned to recap and build on prior knowledge attained in primary school or lower school and to introduce new content at an age-appropriate time.

The curriculum has been designed to have overlapping themes within the Health Education curriculum (such as mental health and drugs and alcohol use) and across the curriculum (such as unhealthy relationships/peer pressure and mental wellbeing/ drugs and alcohol). This approach allows students to consolidate their knowledge and help to understand the complexity of overlapping themes and the significance they have to ensuring pupils are safe, happy and prepared for life beyond school.

⁷ Relationships Education, Relationships and Sex Education (RSE) and Health Education; 83.

8 Safe learning environments and signposting support

8.1 Our 'RESPECT' Rule

As the nature of many of the PSHE themes require a sense of maturity and empathy, we know that it is essential that we establish an environment which is safe and supportive. Before any of our RSHE sessions begin, our tutors remind the pupils of the RESPECT rules, which are to be followed at all times.

- Recognise that everyone is different
- Empathy means we must listen and connect
- Self-monitor, make sure you 'think first, before you speak'
- Personal space must be respected
- Earn trust through your actions and words
- Cheer on others, their successes and contribution
- Treat everyone as an equal

8.2 Signposting Support

8.2.1 Signposting for students

Assemblies and PD Mornings/ Week take the opportunity to remind students of where they can find online and in-school support. Additional posters are located in tutor rooms and in school toilets. The following list includes some of the online support available for students.

- **ChildLine** - <https://www.childline.org.uk/>
- **FGM** – petals.coventry.ac.uk (information app)
- **Stonewall** - <https://www.stonewall.org.uk/young-stonewall>
- **Suicide prevention** - [Papyrus UK Suicide Prevention | Prevention of Young Suicide \(papyrus-uk.org\)](https://www.papyrus-uk.org/)
- **Young Minds** - [YoungMinds Textline | Free 24/7 Mental Health Support Via Text | YoungMinds](https://www.youngminds.org.uk/)

8.2.2 Signposting for Parents

There are a range of useful websites which can support staff, students and parents in understanding several of the key issues covered in the PSHE programme. Additional links are available on the school website. A small selection of key organisations are listed below.

Understanding Child Sexual Exploitation (CSE)

- **PACE** (Parents against Child Exploitation) - <https://paceuk.info/about-cse/what-is-cse/>
- **NSPCC** 'Child sexual exploitation' - <https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/child-sexual-exploitation/>
- **CEOP** (Child Exploitation and Online Protection command) – www.ceop.police.uk

Bullying

- **ChildLine** - <https://www.childline.org.uk/>

Staying Safe Online

- **Thinkuknow** - <https://www.thinkuknow.co.uk/>
- Additional e-safety websites can be found on the Parent tab on the school website: [Weblinks | Coundon Court](#)

9 Assessment, Review and Evaluation

9.1 Assessment

Relationships and Sex Education is not one of the National Curriculum subjects and there is no obligation for students to be examined in this area. Students will not be formally assessed on this subject, however there will be baseline assessments and informal quizzes at various stages through the curriculum journey to allow students to demonstrate their prior knowledge and understanding.

9.2 Policy Review

This Policy will be reviewed every year by the PSHE/RSHE Co-ordinator. This review will also involve the Leadership Team member attached to PSHE delivery, teaching staff, students, parents and governors. This review will take place in existing meeting structures with the Senior Assistant Head teacher and RSHE Co-ordinator, teaching staff, consultation with parents, and focus groups with student ambassadors.

9.3 Monitoring and Evaluation

The RSHE and PSHE curriculum, delivered through the PSHE programme, is monitored and evaluated by the RSHE coordinator. This is to ensure information shared meets current legislation and guidance, and is up to date with contemporary issues, language and the law. Additional audits will be completed every two years to identify and monitor the additional coverage within other subject areas. Student voice will also be conducted throughout the year to identify development areas for improved engagement.

The RSHE coordinator regularly attends a PSHE working group in the city, which has been established by Public Health England and Coventry's Local Education Authority. This provides further support and guidance in successful transition of RSE content between primary and secondary schools.

- Your RSHE Coordinator is: *Amy O' Connor*
amy.o'connor@coundoncourt.org

Appendix - Glossary of Key Terms

Harmful Sexual Behaviour (HSB)

Children's sexual behaviour exists on a wide continuum, from normal and developmentally expected to inappropriate, problematic, abusive and violent. Problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage. A useful umbrella term is "harmful sexual behaviour". The term has been widely adopted in child protection and is used in this advice. Harmful sexual behaviour can occur online and/or offline and can also occur simultaneously between the two. Harmful sexual behaviour should be considered in a child protection context.

Hazing/Initiation

The practice of rituals, challenges, and other activities involving harassment, abuse or humiliation used as a way of initiating a person into a group.

Sexual Harassment

This can be defined as 'unwanted conduct of a sexual nature' that can occur online and offline. In the context of this guidance this means in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

It can include

- Sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- Sexual "jokes" or taunting;

Sexting

Sexting is when someone shares sexual, naked or semi-naked images or videos of themselves or others or sends sexually explicit messages. They can be sent using mobiles, tablets, smartphones, laptops - any device that allows you to share media and messages. This is also known as youth produced sexual imagery. The UK Council for Internet Safety (UKCIS) Education Group has published Advice for Schools and Colleges on Responding to Sexting Incidents www.gov.uk/government/publications/sexting-in-schools-and-college

Upskirting

This typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence and may constitute sexual harassment. Cases of 'up skirting' have a mandatory requirement for being reported.

Sexual Violence

In this guidance this refers to sexual violence in the context of child on child sexual violence. Children can and do abuse other children. Sexual violence covers a spectrum of behaviour. It can refer to sexual offences under the Sexual Offences Act 2013. This includes: -

- *Rape*: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.
- *Assault by Penetration*: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault

A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

Consent

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

It is important to know that: -

- A child under the age of 13 can never consent to any sexual activity.
- The age of consent is 16.
- Sexual intercourse without consent is rape.

It is also important to differentiate between consensual sexual activity between children of a similar age and that which involves any power imbalance, coercion or exploitation. Due to their additional training, the designated safeguarding lead (or deputy) should be involved and leading the school or college response. If in any doubt, they should seek expert advice.

It is important that schools and colleges consider sexual harassment in broad terms. Sexual harassment (as set out above) creates an atmosphere that, if not challenged, can normalise inappropriate behaviours and provide an environment that may lead to sexual violence.